THE GREGG WRITER

MAGAZINE
OR SECRETARIES
TENOGRAPHERS
ND TYPISTS

IAY 1946

5 CENTS

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THE PORTABLE for you or your children ought to be the same kind an expert typist would choose. Just because you're a beginner doesn't matter. You can quickly learn to type and then you'll appreciate such things as speed, easy action, and Floating Shift. You'll be glad your machine has all the latest typing aids and is built to stand hard use . . . even abuse.

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The GREGG WRITER

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BERLIN AGAIN FOR JUDY

And may her "peacetime" post be not too dull after London in the Blitz, and France and Germany during the invasion

LAWRENCE DAVID BRENNAN

HERE it is!" the general called, as he beckoned the correspondents covering his division to hurry up the hill. He reached for a map, adding, almost before they were in range of his voice, "Get it quickly, because this C. P. (command post) is closing down. We've got Jerry on the run and we're going after him!"

Brief indeed was that briefing, and speedy. The general explained the nature of the recent advance: discussed the lightning movement of his troops. The speed of his voice and the rapid chatter of an ack-ack gun a quarter of a mile distant set a mad pace for the correspondents on the receiving end of the interview. Those among them who did not know shorthand must have envied Judy Barden. She had worked her way into journalism through the stenographic gate. This hard-bitten, rapid-speaking, impatient major general was just another "over 150" wpm dictator.

BUT what a far cry this battlefield was from Mme. Seymour's Academy for Young Ladies, a school for polite deportment in Wanstead, Essex, England, where Judy began her education! And how different were these working conditions from those the instructors at Mulley's Business Efficiency College had in mind when they prepared her for a career in commerce. The girlhood chum who introduced Judy to shorthand had become a secretary to a member of the House of Lords. Judy's adventuresome spirit had brought her to the battlefront.

In the hectic sequence of events since D-Day plus 2, when a C-47 had alighted on Omaha Beach, Judy's pencil had been racing to cover the news. Every reporter had to get the facts for each story by his own contrivance. A lonely looking G.I. in the horde of men "moving up"—an exhausted lieutenant from Hackensack, or Riverside, or St. Louis, just released from action, who had flopped down in the dust of the roadside to catch his breath—here was "copy" for Judy. Yes, he had a moment. And Judy would sit beside him, haul forth her paper and pencil, and catch his story.

Company commanders, commanders of regiments, divisions, corps, armies, would grant her interviews. And with the quick facility of shorthand their remarks would be recorded. Generals Eisenhower, Hodges, Patton, Patch—Judy met them all. Her stories could come from any rank.

WITH fresh news, one of the most perishable of all commodities, secured on paper, Judy would rush for her sturdy portable, and with machine placed on some convenient field table, a rock, embankment—anything that might serve handily as a desk—she would rattle off her dispatch. The method of transmission depended on where she was and what facilities were open. Sometimes a wire was available clear through to Cherbourg. Sometimes a pilot flew her message on one of his routine trips to a rear area where wire communication had been established. Sometimes it was entrusted to a jeep driver she encountered in a dense forest at midnight. By whatever means, the story would eventually make its way back to England, where it would be filed for transmission to New York City. Then, within a few hours, an afternoon edition of the New York SUN would bear an exciting story from the European front (generally with a human interest angle) under the by-line "Judy Barden."

WHAT was the most thrilling adven of all for this woman correspondent? W from 1939 until V-E Day, Judy had fig in such a mad concatenation of even was hard for her to say. Perhaps it that time in a west German city when had climbed a rope ladder to a buil being used as an observation post. Mos the city was a shambles. Enemy artil was pounding away at close range. Cr ling everywhere was rifle and machine- fire. Suddenly, out of nowhere, cam medium bomber, dropping its load near To Judy all the world seemed in con sion. An officer stepped to an apertur look after the attacking plane. The g of his field glasses was caught by s German artillery observer, and their m tars soon bracketed the structure, ridd the walls with their shells. It was tim withdraw.

One officer led the way down the ladder. A young lieutenant had been s ously wounded. It took several of the to evacuate him. Judy had to follow Alone in the loft, her tall self crou almost into a ball, she waited her t The shrapnel continued to batter its get. But after what seemed an eter Judy was down and rushing to safety.

PERHAPS even more thrilling was experience in overtaking a certain cav unit that had moved through the loose German lines so fast that its exploits w soon legendary even at army headquar She wanted to interview some of spunky individuals in that troop, bu seemed as if she was destined not catch up with them. Her jeep dr finally suggested that they cut across o country. Judy agreed, and soon quarter-ton truck was negotiating countryside with all drives wide ope

Before long they came to another r where Judy spied a sentry on watch a intersection. Near by was a parked j in which sat another soldier. The se watched Judy's arrival, his eyes at o cautious, questioning, and unbelieving. hand was ready on his Garand. "A wo —yes, it's an American woman, I thi he called to his buddy. Judy's dr brought his truck alongside.

HEY, Miss," the sentry began. But J was out of the truck, overjoyed at see two members of the outfit she had tried hard to contact. She hustled the bewilde

sentry over to his own jeep, placed her writing pad on the hood of the vehicle, and began her interview at once.

"But, Miss," he kept protesting between answers to her rapid-fire questions. She was getting the story down verbatim, when suddenly a piercing, snarling noise split the air.

Judy lived once again the monstrously horrible feeling that the world was being blown to bits. Something had torn up the entire field just across the road. While she was staring at the geyser of black dirt and smoke, friendly arms dragged her to safety on the ditch side of the jeep. Huddled there, she ground on with her questions. She had one obsession—nothing must delay her interview.

"Great heavens, lady!" cried the soldier who had been in the jeep, "just what are you made of, anyway?"

IT WAS then that Judy realized she was in a serious predicament. She grasped the man's shoulder. "Are we near the front?" she asked uncertainly.

"Near the front?" the sentry repeated. "That's what I've been trying to tell you. Somehow you've passed most of the outfit. We're *on* the front—maybe even *behind* the enemy's lines!"

Judy clung tighter to the earth for several moments. She waited until, the explosion over, the quietude of the countryside was restored. Then she stood up. She watched her driver emerge from under his jeep and climb back into the seat. He motioned for Judy to hurry.

"Let's get out of here," he said hoarsely. "We're up with the reconnaissance boys. Let's move!"

NOT LONG after that, a young lieutenant offered to drive her to a command post she could not locate. He was willing and helpful enough, but events were occurring so rapidly that they soon found themselves in unmapped territory. The lieutenant pushed the jeep to its top speed, hoping to overtake someone who could give them proper directions before nightfall. Judy had just observed some strange clustering shadows in a field, but was distracted from further speculation by some planes riding high over head.

The lieutenant cast a worried look skyward.

"Are they?" Judy started to ask. She didn't need to finish "ours or theirs?" One always thought they were *ours*—or hoped they were.

The planes disappeared into distant clouds and Judy returned her attention to the field.

"They're heads!" she exclaimed suddenly, "Helmeted heads—men in foxholes!"

THE lieutenant did not take heed. The planes were coming back, low, and gunning their motors.

"Whoa," he said, swerving the jeep off the road. "Get out quick; this is too hot." And they dove for the fields.

Soon some of the "heads" came crawling towards them to investigate these newcomers. One of these "heads" spoke, with a voice of authority. (They found out later that he was an American captain.)

"Where do you think you are?" he asked. But his voice was reassuring.

Judy did not dare look up until the planes had gone by. She looked after them before she answered. But she never did find out if they were "ours" or "theirs."

DON'T expect Judy to tell you all this. If anyone grows excited over her adventures, she becomes greatly concerned.

"Don't talk about *me*," she protests. "Mine was a life of privilege! I came and went as I pleased. I was really pampered, compared to those G.I.s. Can't you see that the only reason I was out there was to get a glimpse of what they were doing. I wanted every mother and sweetheart to know exactly how her boy was getting along—I wanted *and I want* to tell the world they can never, *never* pay back the front-line soldier for what he has done.

"I wanted to tell the world about what was in the heart of the lonesome G.I. Oh, he was a great fellow when he was feeling jolly, but when he was lonesome, he poured out a heart full of love for home. That's what I wanted the world to know. Don't try to compare me with him, please!"

WHEN one hears where Judy has been and the difficulties she experienced, one realizes how short she is willing to sell herself on her own adventures. Peril was so constant a companion that she looked forward with more trepidation to her first hamburger in New York last February than she felt over the dangers she faced during the War.

"How about the Blitz in London, Judy?"

I asked. "Were you ever trapped in a fallen building there?" She was, she admitted, but so were lots of other office workers.

"How did the average office girl feel during a raid?" I questioned further.

"Just like anyone else," Judy replied. "The first reaction was, 'How can I help England strike back?'" One worked hard and was philosophical about the whole thing she implied.

One of the ways Judy helped strike back was by taking employment in an airplane factory. She divided her time between the plant proper and the plant office, and it was while she was typing a letter one noon that a German plane swooped down on the factory and dropped its load of destruction. The entire building was demolished. Only the heroic efforts of a volunteer squad brought Judy out alive.

IT WAS after that bombing that Judy found a job in the New York SUN's London office as secretary to Mr. Gault MacGowan, the celebrated SUN correspondent. The shortage of workers in London was so acute that she soon was directing the office routine as well, and pitching in at times, besides, to help with the writing of dispatches.

Her work for the SUN was not Judy's only job, though. No patriotic working girl in London was content with *one* job. So Judy contributed part of her free time to ambulance driving. The blitz-blasted streets were not too difficult for a girl who had once driven Frazer-Nash cars in the Brooklands—an English motor course similar to our Indianapolis Speedway. But those buzz-bomb assaults! Those rocket bombs were the genuinely insidious monsters of the War so far as Judy was concerned. It was a relief, she insists, to get out of London into the ranks of the Normandy invasion when the buzz-bombs began to strike.

WHILE in the London office of the SUN, Judy found that she, as a woman, could cover certain events to considerable advantage. She began to describe in her news stories the reaction of London to the Blitz. Then Mr. MacGowan moved forward to the fighting fronts in Africa, and a while later he asked his secretary to write several articles a week for the SUN, in her own style and under her own by-line. Judy Barden had arrived!

D-DAY was drawing nearer and nearer. Everyone in England was aware of its proximity. Excitement ran high.

The thought of invasion was electrifying, and Judy wanted to be moving forward with the men. With all the eloquence and enthusiasm at her command she besought the SUN to have her accredited as a war correspondent. And she won. But unfortunately for Judy, there was no place for a woman in the D-Day armada. Yet D-Day found her clad in a leather flying suit, trying to squirm into an inconspicuous corner of a glider. A staff officer spotted her, and Judy was hauled from the plane. Was she at all daunted? Not very much.

A provisional hospital set up on the beachhead was filling rapidly with boys awaiting evacuation. They had human interest stories that a girl like Judy could get best. Again she turned on all her persuasive powers. The authorities assented, and Judy was soon climbing into a C-47, off for Omaha Beach on her first battlefield assignment.

Over the Channel the two-engined aluminum thunderbird winged, with the shipping of the invasion spread over the waters below. Boats of every description were still plying desperately between the Continent and England. The success or failure of the invasion was still far from decided.

As to that trip, all Judy will say is: "Thank heavens we had air superiority!"

HER first thought on landing was to get to those wounded boys, give them a smile and a word of cheer; get their stories so that the world could know what they had been through. How fast she worked and what a boon her shorthand was to her those first few day on the Beach! Then suddenly she was recalled to England for another assignment. The WACs were going over, spirited, well-trained, ready to back up the invasion troops. Who in all the world could cover this movement better than Judy?

So it was not long before she was crossing the Channel again, this time with plenty of women companions, and she stayed with them, gathering feature stories, until they had established themselves at Boulogne.

BY NOW Judy's urge to get to the front lines would not be denied. She sought out the chaplain, a full colonel and fine Southern gentleman.

"My advice to you, young woman," he

gan—but then he laughed. "I guess you n stand as much action as my weary old nes. I'll let you ride with me and my ver on our trips up toward the front."

Thus, as the Allies were advancing on ris, Judy had managed to advance with front-line troops. And back to New rk streamed her brilliant feature stories. e was one of the first correspondents at surrender of St. Malo. Her descrip- n of the joyous reception given General Gaulle at Rennes is considered among best feature stories contributed to the w York SUN.

When the Allies rolled into Paris, Judy me in with the vanguard, the early part that first day. Perhaps you read her ount of the jubilation? But peril was in it for her there. While exploring the y in search of Mr. MacGowan, who had n captured by the Germans, Judy and driver suddenly found themselves in the dst of house-to-house fighting. By some racle both escaped without a scratch.

FTER PARIS, Judy turned westward, advance with the conquering army across German border into Aachen. And n, much to her disappointment, she was led back to Paris to cover, of all things, Fashion Show—the first to be held in ris after the Occupation. For three eks Judy had to deal with fine feminine pperies before rejoining the Seventh rmy.

She covered the taking of Heidelberg, hweinfurt, and Nuremberg. Most of her me was spent with the Third Infantry vision. In the course of her travels, Judy sited Berchtesgaden, Hitler's mountain reat. She also visited Prague and enna. Then to Berlin!

HERE was one more journey Judy nted very much to make—to the home- d of those wonderful G.I.s. The trip was nveniently arranged, for early in 1946 the st boatload of war brides was being pped from England. Here was another atural" for Judy to cover. And when the *gentina* steamed up the harbor, she was thrilled as any of the war brides who the Statue of Liberty for the first time. t was a short but satisfying stay she le here; and now that she's gone back Berlin as one of the SUN's "peacetime" ropean correspondents, what's next for ? More adventures, I'm certain, if I w Judy!

TYPING FASTER

How badly do you want a promotion? Invest 100 minutes and a 3 x 5 card in it

ALFRED

Instructor, City College of New York, Author of

IT WAS a very big bale of hay, and I was a very little boy, just five or six. The bale, newly delivered to my grandfather's stable, covered my favorite rat hole. And since I never visited Grandfather without going to the stable to see if any rats would come out of the hole—they never did, but they always might!—it was imperative that I move that bale.

I PUSHED AND PUSHED. I went around the bale and tried to pull it by grasping the wire band and tugging mightily. It did not move.

After I had sweatily bumped and jarred and kicked in angry frustration for some time, I saw Grandfather leaning against the door.

"I'll give you a tip, lad," he offered.

While defeated fury and the desire for help fought a battle within me, he patiently waited. Finally I nodded.

"Push against one corner," he said.

I LEANED MY SLIGHT WEIGHT against one corner and shoved hard. The bale shifted slightly.

"Now push against the other corner," he said.

I moved over and pushed against the other corner. Again the bale moved, straightening itself; but the wobbling had caused it to move an inch or two from its original position.

"You see, lad," Grandfather volunteered, "any time a job looks too big for you, push it on the corners and move it a wee bit at a time."

I THINK OF THIS ADVICE OF GRANDFATHER'S each time someone says to me, "I wish I knew how to increase my typing speed," because pushing up one's speed in typewriting is very similar to pushing over that bale of hay. For typewriting is big. It is a complex skill.

The fact that millions of people can type, at least after a fashion, makes it no less complex. Typing involves as much coordination as Jock Sutherland demands of his quarterbacks on the football field. Typing involves as much mechanical skill as does the operation of a delicate lathe in a gyroscope laboratory. Typing involves as much stamina as swinging a pick requires. Typing involves as much dexterity and power of concentration as does the playing of a musical instrument. Yes, typewriting is big!

AND because typewriting is so big, it has many corners. The would-be speed typist has a clue, then, to suggest how he may move *his* bale of hay—push on the corners and gain speed "a wee bit at a time."

"That is very fine," the office worker replies. "If I were in school and had a teacher to name the 'corners,' to give me help, to suggest drills, to time my efforts, I would know what to do. But what can I do by myself on my job?" What? Why, you can easily follow a speed-building program of your own right in your office.

TO INCREASE MY SPEED IN TYPING, I WILL --

1. Press for smoothness of writing instead of pushing for speed.
2. Use every efficiency shortcut built into the typewriter.
3. Study every typing job carefully before I begin typing it.
4. Sit erect, keep my posture good.
5. Get to the office ten minutes early tomorrow morning and practice without fail:

(over)

▼

My pledge to practice faithfully for improvement each day for ten days

▲

YOUR OWN SPEED-BUILDING PROGRAM. All you need is a 3 x 5 card, preferably a bright-colored one, and a promise to yourself to devote ten minutes a day for ten office days to a special skill-building exercise. If you will follow the

T ON THE JOB!

a promotion? Enough to in- 3 on increasing your speed?

AL YD

Au r of the Gregg Publishing Company

practice work outlined here, you will find yourself doing a good job of "pushing corners."

FIRST OF ALL, you need a constant reminder on your desk top; that is why the 3 x 5 card you are going to use should be bright—so bright that every time you turn around and see it, you will be reminded that you are concentrating on your typing skill. Once you have filled out the card, do not remove it from your desk top until the whole ten-day program is completed.

WHAT do you need to be reminded of?

1. *That fluency (smoothness) of writing is the basis of rapid typing.* Besides, as soon as you push your fingers in an effort to type more rapidly, your fingers will stumble, falter, jam the keys. Do not push for speed; instead, try constantly to keep the carriage going *smoothly.*

2. *That the machine has shortcuts engineered into it—like tabular stops, variable spacers, paper guides, centering aids—and that you should use them.* Did you know that some typewriter companies have efficiency engineers who not only design these aids but also visit offices to teach typists how to use them?

3. *That you can make a better job of a typing task if you analyze it* before you make a flash estimate that ends in the wastebasket. A genuinely efficient typist will not even need a wastebasket, let alone fill it daily!

4. *That proper posture, which is fundamental to both speed and accuracy, must be maintained.* The first time you spend a whole day using perfect posture, you will be very tired when the day is done; but by the end of a week you will find yourself grateful for discovering how truly restful it is to sit erect.

5. *That you have promised yourself to try your speed-building program for ten consecutive days.* You will need ten minutes a day. Because it is hardly fair to do this work on the company's time, you should try to get to work ten minutes earlier these ten days. If that is not feasible, use ten minutes of your lunch period. Avoid using ten minutes at the end of the day because you may be too tired to profit by the exercises. The ten-minute period in the morning is the best practice time, because it will stimulate your work all day long.

SO THAT YOU WILL HAVE A REMINDER of these five items, type the following summary on one side of the card:

TO INCREASE MY SPEED IN TYPING, I WILL

1. **Press for smoothness of writing instead of pushing for speed.**
2. **Use every efficiency shortcut built into the typewriter.**
3. **Study every typing job carefully before I begin typing it.**
4. **Sit erect, keep my posture good.**
5. **Get to the office ten minutes early tomorrow morning and practice without fail:**

(over)

(Yes, this will fit on the card—the illustration across the page proves it!)

If you leave this card on the top of your desk, you will find that it gets in your way. It will get mixed in with your papers. You will move it from one side of the desk to the other, and then back again. Good! Don't put it away! Every time it catches your eye, you will automatically check yourself on your typing habits and techniques; so put the card where you can't miss it.

AFRAID that your employer might see it? What could possibly make him happier than the evidence that one of his workers is trying to improve himself? As a matter of fact, the highest-paid publicity director in the world could suggest no bet-

▼

My daily stints and a record of my accomplishments on the timed drills

▲

1. UNCOVER, DUST, PATCH, THE MACHINE.

2. WRITE THIS SENTENCE FOR TWO MINUTES:

We appreciate your order and we will give it quick delivery. (60 strokes)

	Mon.	Tue.	Wed.	Thur.	Fri.
Week 1					
Week 2					

3. TYPE 5 PHRASES, 5 STUMBLEBUGS, 10 TIMES.

4. RECORD OF TYPING SELECTED PARAGRAPH:

	Mon.	Tue.	Wed.	Thur.	Fri.
Week 1					
Week 2					

ter way for you to let your employer know that you are training yourself for the future!

SECOND, *what practice should you do* in the ten minutes you devote to the speed-building program?

Let's figure this answer out on a minute-by-minute schedule. Be certain that you stick to the schedule!

Minute 1. Uncover, dust, and brush the keys of your typewriter.

Minutes 2 and 3. See how many times you can write an easy sentence in two minutes. (Such a sentence will be given later.) Check the timing with your own wrist watch or the office clock. This is easy to do if you memorize the sentence.

Minute 4. Record the number of times you wrote the sentence, including approximate fractions. There is a place on the card for recording this.

Minutes 5, 6, and 7. Type five "Stumblebugs" and five phrases, ten times each. The "Stumblebugs" are words that caused you trouble in your preceding day's work. Watch for these words and note them for this part of the drill. *For phrases,* pick the ones your employer likes to use; such as, "We have your order" or "in receipt of." By typing these words and phrases ten times each, you should be able to get both speed and fluency on them—right out of the employer's vocabulary!

Minutes 8 and 9. Time yourself on your typing of a paragraph selected from some letter in your wastebasket. If it is full of your employer's favorite idioms and phrases and stumblebugs, so much the better. It should be about five or six lines long, and should be used each of the ten days, so that you can measure your improvement.

Minute 10. Record the number of seconds it took you to write that paragraph. There is a place for this record on your card. You should find the number of seconds gradually decreasing. Charge yourself three seconds for each error.

AS AN AID TO HELP YOU REMEMBER THESE STEPS, type the following information on the reverse side of your card:

1. **UNCOVER, DUST, BRUSH THE MACHINE.**
2. **WRITE THIS SENTENCE FOR TWO MINUTES:**
   We appreciate your order and we will give it quick delivery. (50 strokes)

	Mon.	*Tue.*	*Wed.*	*Thur.*	*Fri.*
Week 1					
Week 2					

3. **TYPE 5 PHRASES, 5 STUMBLEBUGS, 10 TIMES.**
4. **RECORD OF TYPING SELECTED PARAGRAPH:**

	Mon.	*Tue.*	*Wed.*	*Thur.*	*Fri.*
Week 1					
Week 2					

Be certain that you keep the program going for the full ten days without interruption. You will find, at the beginning of the second week, that you have lapsed a bit because of the week-end holiday without practice. By the end of the ten days, however, you should be able to cut your paragraph time in half and get fifty per cent more copies of the sentence written in the two minutes. It is up to you to decide whether or not to continue the program. If you do decide to continue it, select a new sentence and a new paragraph.

A PROGRAM such as the one outlined here is certain to help you. You will find, too, that your work becomes pleasanter as you become more expert on your typewriter. But, as the lazy man on the ground said to the lazier man leaning against a tree, "Mose, if ya wanta lay down, ya gotta make the effort"!

What Are You Putting in the Bank?

HAVING a piggy bank is a fine idea. If every morning you drop in a few pennies, and every payday you deposit a few dollars, you'll have a healthy bank account in no time.

But there's another kind of banking that is just as important to your future. The pennies and dollars are of an intangible kind, but they earn even more certain interest. And the best of it is, when some day you draw on this bank account, you'll still have just as big a balance as ever!

Instead of "Currency; Coin; Checks," here are the items listed on its deposit slip:

ADDED SKILLS: Keep learning, and keep in practice the skills you have. They have a cash value.

FRIENDS: Meet new people, be friendly, but stay in touch with old friends, too. Their value is even greater than money.

REPUTATION: Guard your good name. Shakespeare called it a "jewel."

RECOMMENDATIONS: Every job should be done so well that it will lead to a better one. A satisfied ex-employer is worth real dollars. Not being able to furnish good references may cost you a good income job that would have lasted for years.—*Nellie Brighton.*

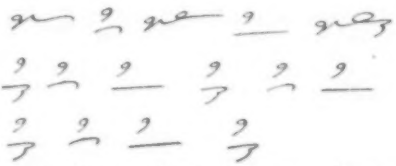
BEGINNINGS AND ENDINGS

A practice plan for mastering those disjoined strokes that so effectively short cut many groups of long, hard words

JANET KINLEY GREGG

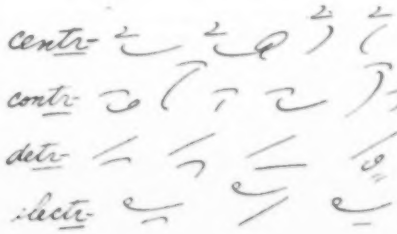
THE last part of the shorthand course consists largely of learning to write long words. It is true, of course, that these long words do not occur as frequently in dictation as the shorter, more common words, which means that there is not as much constant practice on them and consequently the effort put forth in learning them must be great enough to compensate for this.

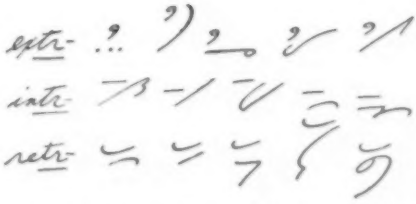
LAST month the Abbreviating Principle was discussed and the fact was mentioned that some words, or groups of words, may be more easily shortened elsewhere than at the end. This is true of words that begin with the same combination of sounds, as in the "*extr-*" words: *extra-ct, extre-me, extra-neous.* It seems a very practical plan to divide a word up thus simply when it would be, written in its entirety, an unnecessarily big bite. And the proof is in the eating, for the plan works—admirably:



extract, extract; *extreme,* extreme; *extraneous,* extraneous; *extract, extreme, extraneous; extract, extreme, extraneous; extract, extreme, extraneous*

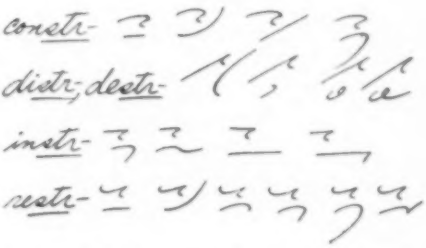
IF you will consider these Analogical Word Beginnings in groups, the learning process will be greatly simplified. Of course the words containing a prefix plus *tr* are a group in themselves:





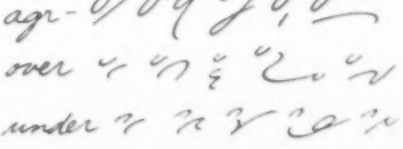
centr- *central, centralize, centrifugal, centripetal;* contr- *contrary, contribute, contrition, control, contrive, contrast;* detr- *detract, detraction, detriment, Detroit;* electr- *electric, electrode, electron;* extr- *extra, extravagant, extremely, extraordinary, extradition;* intr- *introduce, intrude, intrepid, intricate, intrinsic;* retr- *retract, retreat, retrench, retribution, retroactive*

Of these, four simply add *s* to the disjoined prefix to express *str* instead of *tr,* so they are really repetition as far as learning is concerned:



constr- *constrain, constrained, construed, constructive;* distr- destr- *distribute, distress, destroy, destroyer;* instr- *instruction, instructor, instrument, instrumentation;* restr- *restrain, restrained, restrict, restriction, restrictive, restricted*

TO cut the learning process of the next list down, collect from it the word beginnings that are already familiar to you: the syllables *agr-* (from *agree;* see Unit 9), *over* (see Unit 4), *under* (Unit 5), for instance:

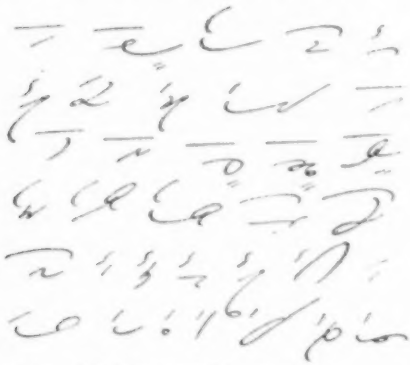


agr- *agreed, agrees, agreeable, aggravate, aggression, aggregate;* over *over the, over this, overalls, overflow, overcoat;* under *under the, under those, understand, underrate, undertoo*

NEXT, set aside *decl-* and *recl-*, both of which come directly from the previous outlines for *detr-* and *retr-*:

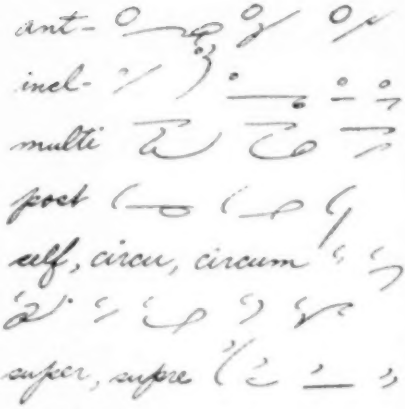
detract, destroy, declamation; retrench, restriction, reclamation; *declare, decline, declined; recline, recluse, reclaimed*

SEVERAL of the word beginnings in the list have a faculty of attaching themselves to the mind and hand of the writer at first sight, so these, which seldom if ever give any learning trouble, may be listed separately. The length of this list will vary slightly, depending on each student, but it will without doubt include the following six: *magn-* (or *Mc*); *para; grand; susp-* (or *suscep*); *trans; short* (or *ship*):



magnet, McNeil; parallel; grandson; suspect, susceptible; transfer; shortstop, shipload; magnitude, magnificent, magneto; McKay, McKenzie, McIntyre; parachute, paradise, paralyze; grandmother, grandfather, grandeur; suspicion, suspicious, suspense, susceptibly, susceptive; transition, translate; shorter, shortly, shortchange; shipyard, shipshape, shipwreck

THERE will then be left of the original list, only six word beginnings that may need concentrated study: a large circle for *ant-;* a small circle for *incl-; moo* for *multi; post,* written on the line (the only one to be so placed); left-*s* for *self* (or *circu* or *circum*); and right-*s* for *super* (or *supre*):

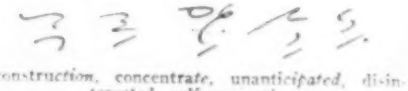


ant- *antagonize, antecede, antidote;* incl- *include, inclusive, inclemency, incline, inclination;* multi *multifold, multiply, multitude;* post *postman, postmaster, postage;* self, circu, circum; *selfish, self-confident, self-winding, circuit, circulation, circumference, circumstance;* super, supre *superb, superior, supreme, suppress*

These last two are easily remembered because in each case the *s* disjoined is written in the same direction as it would be if the word were written out in full:

self supper

DO not overlook the advantage to be gained by combining some of the Analogical Word Beginnings with other prefixes, as in *reconstruction* and the other examples following:



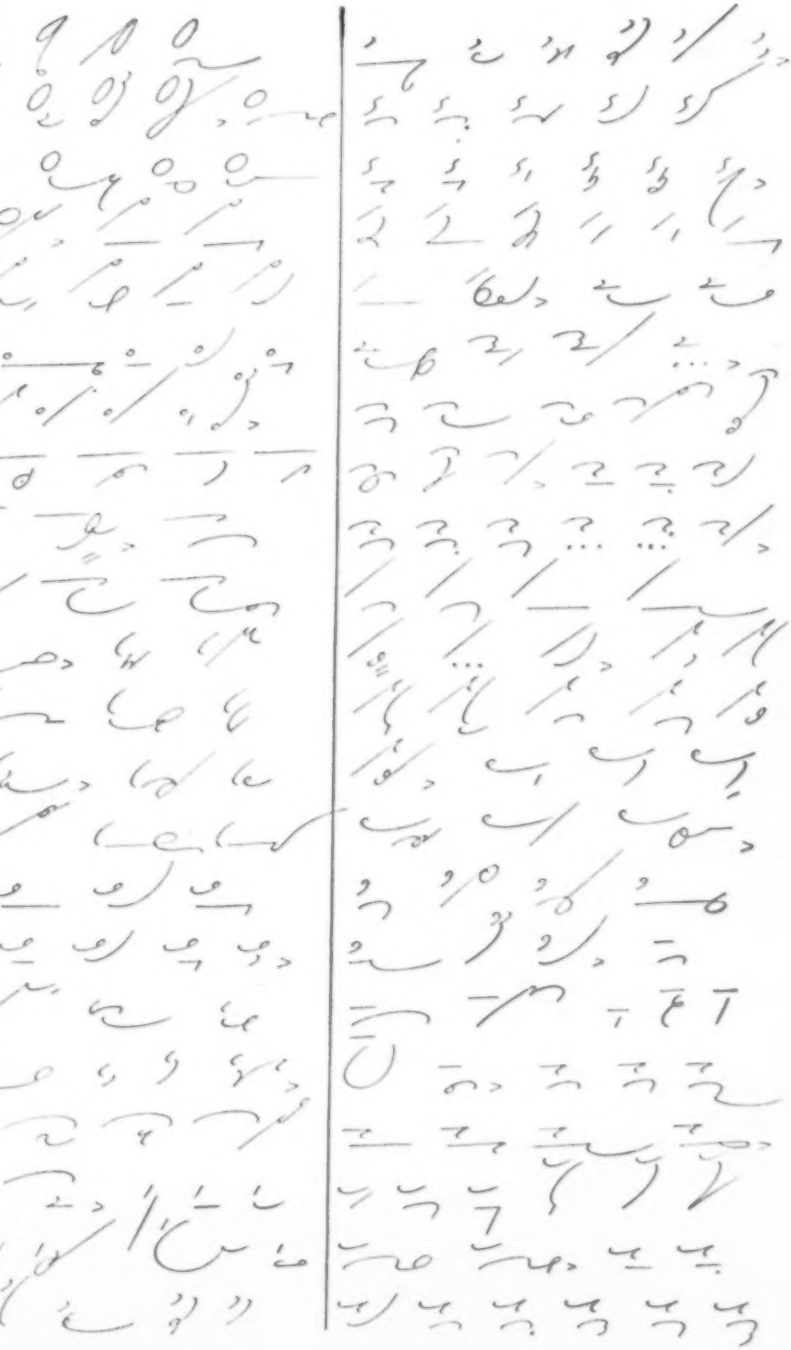
reconstruction, concentrate, unanticipated, disinterested self-supporting

THE study of the disjoined Analogical Word Endings may be attacked in a manner similar to that of the word beginnings, by making a separate list of those with which you find you have no difficulty. Again the list will vary with the student, but it will in all likelihood contain ten or twelve of the endings, thus cutting down the original list by more than half.

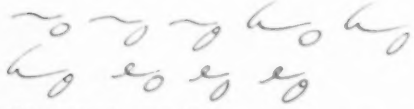
Left for further concentrated study will probably be the circle and loop endings for *itic* (*atic, etic, otic*), *itical, itically* (each of these likewise used with other vowel sounds preceding). There are comparatively few words ending in these sounds, and the

Drill on Disjoined Word Beginnings

Supplementing Exercises on pages 457, 458, and 460

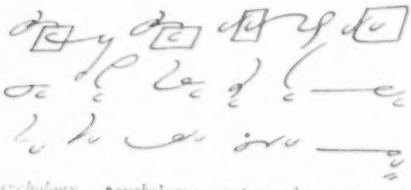


practice of learning one of them carefully will usually serve to supply speedily the outlines for the others.



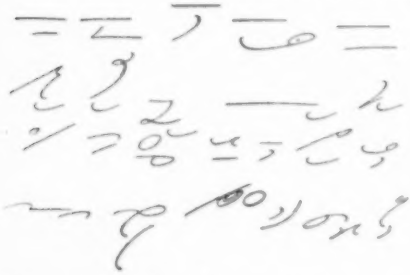
critic, critical, critically; politic, political, politically; theoretic, theoretical, theoretically

THE endings for *-logy* and *ograph* are occasionally confused at first, but if you remember that an *all* indicates the *-logy* ending—*o* written on its side, just as it would be if the rest of the ending were to follow in its entirety—and that the *o* in *ograph* is written as it naturally would be before *g*, you will find these endings very easy. Certainly they are among the most economical of all, as they eliminate a vast amount of writing:



psychology, psychology; autograph, autograph; ideology, apology, phrenology, physiology, biology, mineralogy; phonograph, photograph, lithograph, hectograph, Mimeograph

THE satisfaction that comes from a thorough knowledge of the Analogical Word Beginnings and Word Endings is great indeed, for they reduce the effort and time consumed in writing *whole groups* of long words by more than half. Remember that *any* vowel sound may precede the disjoined endings, that *any* vowel sound may follow the disjoined word beginnings:



magnanimous, magnesium, magnificent, magnolia, magnum; disparity, severity, inferiority, minority, futurity; include, contrite, antenna, restrain, interest, declare, recluse, comical, capability, dietetic, sanity, accoustics, opacity

The exhilaration that will be yours when you can write these long words and others like them faster than the speaker can utter them is an experience that you do not want to miss.

PRACTICE from the first to keep the disjoined part close to the rest of the word so that the whole outline will be read at a glance and so that you do not lose time in moving from one part to the other. You know, of course, that in all probability you write such words as *the, country, are,* and phrases like *to be, I can go,* and many others, just as rapidly as the shorthand experts who take court testimony. The slower writers handicap themselves by lack of familiarity with long words and by wasting time between outlines.

Think of the typewriter; you can strike a key on the machine just as quickly as anyone else in the world, but how fast can you strike the keys one after the other? It is like that in shorthand. From the time when you first began to write longhand you were learning to make the strokes that you use in shorthand. There is nothing slow about your pen if your mind knows what you are going to write. But your pen will slow up between strokes if you do not constantly discipline it. Keep after the loitering pen; send it gliding smoothly and rhythmically over the paper as a superb skater glides over the ice—without a lost motion!

DRILL ON DISJOINED WORD-BEGINNINGS

agreed, agrees, agreeably, disagree, agricultural, **aggre**gate, aggressor, aggressively, **aggra**vated

antagonist, Antarctic, **ante**lope, antenna, anteroom, **anti**que, antidote

declaim, declamation, declare, declared, declaration, **decline**, declined, **decle**nsion

inclemency, **incline**, inclined, inclination, **in**clude, includes, including, included, inclusion, inclusively

magnate, **magne**sia, magnetic, **magni**fy, magnitude; macadam, McIntyre

multigraph, multiplied, multiple, multiplication, multimillionaire.

parachute, paradox, paraffin, paragon, paralyze, parapet, paraphrase, parasol

post card, posterior, postgraduate, postmark, post mortem, postponed

reclaim, reclaimed, reclamation, reclaimable, **recline**, reclined, reclination, **reclu**se

selfishly, self-addressed, self-control, self-respect; **circu**it, circulate, circus; **circum**ference, circumstance

grand, grandeur, grandiose, granddaughter, grandparent, grandson

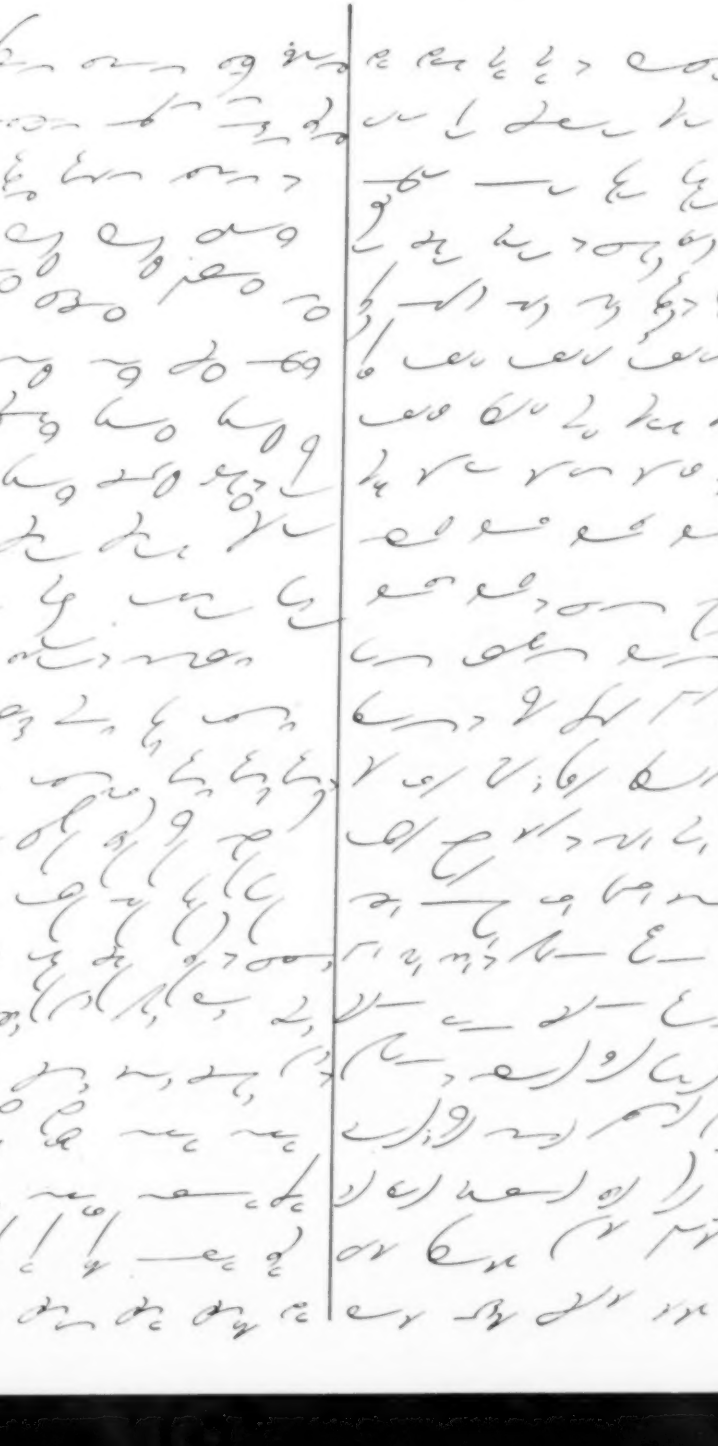
shortage, shorten, shorter, shortest, shorthand, shortsighted; **ship**builder, shipowner, shipwreck

superb, supercilious, superficial, superfluous,

(Continued on page 462)

Drill on Disjoined Word Endings

Supplementing Exercises on page 460



superimpose, superior, superstition, supervision; supported, suppress

suspect, suspecting, suspected, suspend, suspended, suspense, suspension, suspicion, suspicious, suspiciously; susceptible

transfix, transform, transfusion, transit, transition, transmission, transom, transparent

central, centrally, centralization, concentrate, concentrated, center

contraction, control, contrary, contradiction, controversy; counteract, counterfeit, countered

constrain, constraining, constraint, construct, constructing, construction, construe, construing, construed

detract, detraction, detriment, detrimental, Detroit, deter, deterrent

distress, distribute, distribution, distributor, distract, distraction, destroy, destroyed

electrician, electrify, electrified, electrocute, electrode; electric iron

extraction, extradite, extricated, exterminate, external; exclusive, exclaimed

intricate, intrigue, introduction, intrusion, intercept, interchange; intelligent, intellect

instruct, instruction, instructional, instrument, instruments, instrumental, instrumentally

retreat, retraction, retrench, retribution, retrieve, retrieved, retrograde, retrogression

restrain, restraining, restraint, restrict, restricting, restricts, restriction, restrictions

DRILL ON DISJOINED WORD-ENDINGS

article, barnacle, economical, equivocal, historically, icicle, mechanical, medical, musical, physically practical, specifically, spectacle, technical

alphabetic, alphabetical, alphabetically, athletics automatic, axiomatic, dramatic, chaotic, critical, critically, critics, fanatic, mathematics, pathetically, pharmaceutics, politic, political, politically, politics, sympathetically, therapeutic

agility, facility, faculty, faculties, fidelity, formality, frivolity, locality, personality, reality, utility

congratulate, congratulations, formulate, population, regulate, regulations, regulatory, speculate, speculation, speculative

ability, inability, adaptability, advisability, affability, capability, flexibility, liability, nobility, possibility, probability, reliability, responsibility, sensibility, visibility

animosity, capacity, curiosity, density, duplicity, electricity, ferocity, obesity, publicity, sagacity, scarcity, simplicity, tenacity

apology, apologies, apologize, chronology, chronological, chronologic, chronologically, criminology, genealogy, genealogists, geology, geological, geologist, mineralogy, physiology, physiological, psychology, psychologic, psychological, psychologist, theology, theological, theologians, zoölogy, zoölogical

alacrity, authority, charity, familiarity, futurity, majority, maturity, minority, popularity, prosperity, purity, severity, sincerity, sorority

amplification, certification, classification, justification, modification, notification, qualification, specifications

biography, biographers, geography, lithograph, lithographed, lithographic, lithography, pantograph, phonograph, photographers, photographic, photographs, stenographer, stenographic, stenography,

calligraphy, telegraph, telegraphed, telegraphers, telegraphic, telegraphy

anagram, cablegram, program, radiogram, telegram; pilgrim

afterward,* backward,* downward, eastward, forward,* reward, upward*; boyhood, childhood, likelihood, neighborhood, statehood

courtship, friendship, hardship, kinship, membership, ownership, partnership, scholarship, township, warship, worship

departmental, experimental, fundamental, ornamental, sentimental, supplemental, temperamental

calamity, extremity, proximity, sublimity; affinity, community, dignity, divinity, sanity, serenity, solemnity, unity, vanity, vicinity

artistic, ballistics, domestic, drastic, elastic, enthusiastic, fantastic, statistics

*In these starred words, the suffix is joined; in other words this ending is disjoined.

Match 'Em Up Quiz

BORIS RANDOLPH

FOLLOWING is a list of forty four-letter words. Match one word with another so as to form twenty eight-letter words and have no words left over. For instance: Given the word PONE and the word POST, you might combine them to form the word POSTPONE. You get 5 points for each right answer.

(See page 480 for the Correct Answers)

1. CLAD	21. LOVE
2. CUFF	22. MACE
3. EVEN	23. NAME
4. FIRE	24. OVER
5. FOOT	25. PLAN
6. GEAR	26. RATE
7. GIRL	27. SAKE
8. HAND	28. SHIP
9. HEAD	29. SIDE
10. HOLE	30. SING
11. HOME	31. SONG
12. HOOD	32. SPUN
13. IRON	33. STEP
14. KING	34. TIDE
15. LADY	35. TURN
16. LAND	36. VINE
17. LING	37. WOOD
18. LOOP	38. WORM
19. LORD	39. YARD
20. LORN	40. YEAR

◆ ◆ ◆

A GENIUS is a man who shoots at something no one else can see and hits it!—*McGill News.*

For a Quick Pick-up

WHEN you have a large number of papers to handle, as in preparing a large mailing, rub glycerine into your hands. The glycerine acts as a sort of invisible rubber finger, making it easy to pick up papers and envelopes. Glycerine will not stain the papers, and is good for the hands.—*Monica Keith.*

This Summer—Profit or Loss?

HELEN WATERMAN

EVERYBODY needs a change of pace now and then, and the summer months are "naturals" for vacation fun. But in making your plans, how about looking clear past Labor Day, and considering how those summer months will stack up about mid-September?

You've heard before that unless we go forward, we slip back. Nobody ever left school in June and picked up at exactly the same spot in September. Fingers that play piano or type or write pothooks and dashes all lose their skill unless kept in practice. So here are a few indications of how a summer might be spent at a loss—or at a profit. You might even find an idea there for your own summer.

YOU can wind up next September with nothing to show for three months of your life but a sun-tan. On the other hand, you might enroll for the summer in a good business college, and show a profit—a newly acquired skill.

If you already have something to offer an employer, you might take a summer job. That means winding up the season with a nest egg toward college or a trousseau, instead of flat broke. With offices disrupted by the vacation season employers are glad to hire temporary help, and the advantages of a summer job belong on the profit side of your ledger even aside from the actual money that you'll have earned.

No classwork can take the place of actual business experience, and if your temporary job does not result in an offer of a permanent position, it will at least mean that when you do look for work on finishing school you will be able to fill in that part of the application blank which asks about past experience and references.

IF YOU do take a trip, or go with the family to the mountains, you can still turn your time to good account. Take along a notebook and have someone dictate for ten minutes a day. Try your hand at taking down your favorite radio program. Arrange with a friend to correspond during the summer, all letters to be written in shorthand. See if you can type out a "translation" of the letters you receive without having to leave any "blanks."

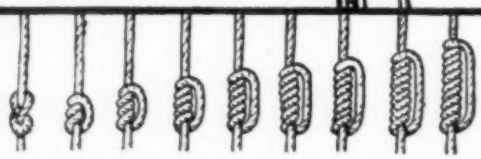
Strengthen your own personal weak spots—the things that you know will some day stand in the way of your success. If you just *can't* spell, delve into the mysteries of phonetics, and learn to recognize the common prefixes and suffixes and to understand the laws of spelling. Then, when you meet an exception to the rule, it will impress itself upon you and you will be sure to remember it.

If grammar is your stumbling block—well, surely if other people can master participles and gerunds *you* can, too. Learn just one new thing every day for one summer and you will see how simple it all seems when you look back at it on your return in September.

MAYBE your shorthand speed isn't all that you desire and wouldn't win the Superior Merit Certificate. Do you cramp your fingers up and *draw* when you should write? Practice writing numerals and longhand letters as fast as you can, to exercise the muscles *(Continued on page 480)*

Sidelights of Business

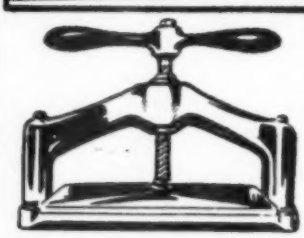
STENOGRAPHERS STOOP...
TO PREVENT STOOPING POSTURE, WOOD DESK MANUFACTURERS ARE MAKING TYPEWRITER PLATFORMS ADJUSTABLE TO THE HEIGHT OF ANY WORKER, ACCORDING TO THE WOOD OFFICE FURNITURE INSTITUTE. CHAIRS ARE BEING DESIGNED FOR GREATER COMFORT AND BETTER POSTURE.



SIMPLE ARITHMETIC....
THE ANCIENT PERUVIANS CALCULATED BY STRINGS AND KNOTTED CORDS. THEY WERE ABLE TO MULTIPLY AND DIVIDE LARGE NUMBERS WITH THESE AIDS.

DOVE-TAIL...

SIDES OF DRAWERS OF ALL GOOD DESKS ARE JOINED WITH DOVE-TAILS, SO NAMED BECAUSE THEY RESEMBLE THE OUTSPREAD TAIL OF A DOVE. DOVE-TAIL JOINTS MAKE DESK DRAWERS RIGID AND STURDY.



"MAKE A COPY"...
BEFORE THE INVENTION OF CARBON PAPER, COPIES OF LETTERS WERE MADE IN A COPY-PRESS (ABOVE). IT WAS A SLOW PROCESS. THE DEVICE WAS INVENTED BY JAMES WATT, WHO ALSO MADE THE FIRST STEAM ENGINE.

ONLY 36 OUT OF THAT 168!

You'll need to use those few hours wisely and well if you want to weave the pattern of success or fashion a career

FLORENCE ELAINE ULRICH

A FAVORITE INDOOR SPORT of mine is reading, with a taste that is likely to reflect the temper or the mood but will run the gamut from mystery thrillers to the poetry of Wordsworth—or Don Blanding. Let me confess I can't abide "confession stories," or the type of stilted writing to be found in lawyers' briefs. One may ride atop a bus on any moonlight night and for a dime get material enough to write a book-length "true confession." A nickel is the cost of a tour of the Battery, where stories of a kind are also in the making.

Reading is a part of my job. Service bulletins and business literature are part of each day's mail.

A sequence of such literature turned the cogs of a lazy brain this afternoon—slowly at first, and then to a fevered pitch! The conclusion reached was breath-taking in possibilities and suspense!

FIRST, there was the story in "Adventures in Business" of a lad who, at the age of 13, was required to obtain a job and help to earn a living for himself and his family. When old enough he became an apprentice in the machinist's trade, and while he did not have the advantages of advanced formal schooling he became absorbed in an idea for inventing an instrument that would make his job and that of his fellow workers more productive, easier, and more accurate. Not content with giving full devotion to his tasks in the shop, he carried the idea home with him and spent the evenings studying and experimenting while other young men of his age were attending the movies or "racketing" around town. He fashioned a working model and demonstrated its usefulness to his employers and others. In 1942 the device was completed—in time to save thousands of precious man-hours and put absolute accuracy into the production of important instruments urgently needed by our Armed Forces. A factory was set up, and today we have another thriving business created in the American pattern. This man is now making jobs for other ambitious young men and women.

Opportunity's horizon is boundless to one of vision, perseverence, and ambition who counts the minutes as precious as the dollars he earns, and puts them to equally good use.

HERE is a bank bulletin, containing a Report on Business for the month.

"New contracts," it reads, "provide for a 40-hour week until May, after which date the 36-hour week will go into effect."

Thirty-six hours a week out of 168 in which to weave the pattern of success or fashion a career is very little time! It may be inadequate for those who never thought of time as something to be used wisely. This shorter week may even prove a barrier to one's advancement if he does not supplement his labor with study or other disciplinary effort! Progress in science, literature, and art was made possible through long hours of study and work. Business in all of its ramifications calls for like devotion and unselfish effort.

LASTLY, here's a letter from a teacher, in which she writes that her students will not prepare for the higher speed tests in shorthand and typewriting this year, although she appreciates that such awards would be an asset to them. "My students are so busy with alumni dances, bazaars, and the class play that they do not want to give the necessary time to practice," the letter concludes.

Students, if you do not have the forethought to tackle your work in school with interest and enthusiasm, if you have not yet determined to become reasonably proficient in it, what chance do you think you will have of advancement in the business office? The reason why some programs are not as effective as they could be made for training students for business is not that they are insufficiently inclusive, but that students themselves are not rallying to their own cause and taking advantage of the training offered! In-

difference to your studies retards your efforts and impairs the effectiveness of the teaching schedules. I've seen teachers and administrators alike throw up their hands in dismay. But the employer weeds incompetence out of his pay roll!

BUSINESSMEN have to rely upon the skill and proficiency of stenographers and secretaries to carry on the operations of the office. They are appalled by the disregard for discipline and lack of understanding of the responsibility which business life entails that they find in some of the young people who apply to them for jobs.

Short hours, high salaries, and as much "chiseling" of employers' time as one can effect by soldiering on the job is not the way to win favor—and earn higher pay. Tardy arrival and precious minutes lost in various and sundry ways do not make for harmony and coöperation, and will never "spotlight" the offender for the job higher up!

It is when you can demonstrate a shorthand speed of 100 to 120 words a minute, turn out typed copy at 60 to 80 words a minute, and transcribe your notes at 40 to 50 words that you may beam with pride at your performance on the office test.

Order of Gregg Artists

Certificate of Superior Merit

Leonard Cumming

having passed the prescribed test which discloses Exceptional Ability in the writing of Gregg Shorthand, and having received the indorsement of the Committee of Examiners, is awarded this certificate as evidence of Superior Merit.

HAVE YOU WON YOURS?

This certificate is the goal of all ambitious Greggites — the highest award attainable, that marks exceptional skill in shorthand writing style

AN executive must make your 36 hours a week and his own productive! He must still serve the customers of the firm—of whom you may be one—efficiently and well. Business must operate economically enough so that the product or service which it sells will be reasonable enough in price for customers—like you—to want to buy.

For your own sake then, and because you are young and earnest, prepare an educational or work program that will utilize another five or ten hours a week, at least. Improve your status by further developing your business acumen and skill through study and practice. Broaden your mind on cultural subjects by observing and reading. Such effort will put more zest into your daily routine and make you wonderfully glad to be part of the business world.

THIS is a good time to begin that discipline. What is your rate of speed on the Competent Typist Test? Can you write shorthand that another stenographer can read? (Take the O. G. A. Membership Test and submit it to this Department, for the answer.) Try typing the Transcription Speed Practice plate on page 474. (If you do not now transcribe at a speed of from 30 to 50 words a minute, assign yourself the task of acquiring it on that page.

HOW many transcribed letters were returned to you today because you misspelled words, used faulty punctuation, or did not understand the words of the language? How serious are you in this business of developing your own potential skills so as to qualify yourself for a better job, with richer rewards?

What about organizing a good old-fashioned spell-down in your club or school? Why not play the game of "Information Please" at home or in the club rooms, and prick the mind to faster thinking with some questions from a business man of the community?

Only 36 hours! We had better make every one of those minutes count!

▶ ONE TODAY is worth two tomorrows. —*Benjamin Franklin.*

May Test Material

[All clubs of test papers should be accompanied by a typewritten list of names to expedite checking and insure accuracy in making out certificates. May copy is good as membership tests for O. A. T., C. T., and O. G. A. until receipt of the June, 1946, issue.]

Senior O. A. T. Test

INSTRUCTIONS: **Type a copy of this notice to stockholders in letter form. Also prepare Comparative Balance Sheet. This is a two-page job.**
Minimum office standard: Satisfactory work on first writing, 40 minutes.

To the Stockholders: There is submitted herewith Comparative Balance Sheet of American Corporation as of April 30, 1946 and August 31, 1945. Messrs. Smith & Brown, independent public accountants, have made a review of the accounts of the Corporation for the nine months ended April 30, 1946.

On April 8, 1946 your Corporation reduced its bank loan to $5,000,000 by a payment of $550,000, representing amortization required under its loan agreement with Trust Company, as a result of increases in the market values of net assets to a certain specified level. By order of the Board of Directors, John Smith, President.

COMPARATIVE SHEET

ASSETS

	April 30, 1946	Aug. 31, 1945
Investment—at book values:		
General Portfolio Securities	$14,581,999.90	$15,499,139.09
U. S. Government Obligations	1,100,000.00	2,100,890.90
Machine Company	216,362.47	208,975.53
Total	$15,898,362.37	$17,809,005.52
Cash	2,998,789.66	961,414.57
Accrued Interest and Dividends	35,689.86	39,662.22
Amount Receivable for Securities Sold—not delivered	2,136.66	—
Accounts Receivable—Other	967.51	1,085.56
	$18,935,946.06	$18,811,167.87

LIABILITIES

Amount Payable for Securities Purchased—not received	$ 2,128.61	$ —
Accrued Interest including Unclaimed Matured Interest	53,350.75	3,521.48
Other Accounts Payable and Accrued Taxes and Expenses	32,467.26	15,234.64
3% Loan—Trust Company, due January 1, 1955	6,550,000.00	—
3¼% Loan—Trust Company, due June 30, 1954	—	5,750,000.00
4¼% Loan—The Express Company, due June 30, 1956	—	1,900,000.00
Capital Stock and Surplus:		
Preferred Stock—Authorized 250,000 shares; none issued.		
Common Stock—Authorized 2,000,000 shares, no par value; Issued 1,060,955 shares; Less in Treasury, 60,955 shares	1,000,000.00	1,000,000.00
Capital Surplus	2,531,185.96	2,531,185.96
Earned Surplus—from January 1, 1936	8,766,813.48	7,606,225.79
	$18,935,946.06	$18,811,167.87

May Competent Typist Test

Use double spacing in typing this test

(To find the gross number of words you write, divide gross number of strokes by 5; then deduct ten words for each error to get net words written. Divide this by 10 to determine the net words per minute. The number of strokes is indicated at the end of each line in order to facilitate counting the gross number of strokes written.)

	Strokes
Like other birds, the Wilson snipe sings a love song.	55
But not satisfied with the usual vocal accomplish-	104
ments, he creates a new kind of courtship serenade.	157
His love carries him into the heavens to fling forth	210
his song. This troubadour soars in wide circles and	263
then, suddenly setting his wings, he darts to earth at	318
a great speed. The unfettered breezes, rushing through	374
his wings, finger a tremulous, penetrating sound—a	426
wind harp playing his song of songs for shy ears wait-	479
ing far below.	495
Usually he gives his performance in the soft early	546
light of morning, in the dusk of the twilight, or in the	603
bright moonlight. And at times he will keep making	655
this wing music for hours.	683
When Cupid's arrows find the woodcock, he resorts	733
to the music of wings. Beginning his flight with a few	789
preliminary vocal notes, he takes to his wings with a	843
rush, sweeping skyward in wild spirals. His flight is	898
accompanied by his wing music — high, whistling	945
sounds created by air rushing through the stiff, nar-	997
row primary wing feathers. Faster and higher he	1046
climbs, and the more rapidly his wings beat, the shriller	1104
his wing music is. Reaching the peak of his ascent, he	1160
hesitates a moment and down he comes, uttering a	1209
clear, twittering whistle. He may repeat the whole	1261
performance over and over again.	1295
The ruffed grouse or partridge resorts to wing music	1348
for several purposes. He may beat a kettledrum	1396
rhythm for feminine ears, or he may beat his wings	1447

Strokes

as a war drum, challenging other cock grouse within 1499
hearing to battle. Again he may drum merely to get 1551
rid of excess energy. Sometimes his wing music sounds 1606
like a distant ancient automobile motor, or an outboard 1662
motorboat. 1674

At first his wings beat a slow, throbbing rhythm in- 1725
creasing to a muffled roar. At a distance the beat of 1780
the grouse's wing drum seems to be the throb of blood 1834
within your ears rather than some external sound. 1885

When drumming out his wing music, he usually 1930
selects a convenient log, his neck ruff shining in irides- 1987
cent glory. With body erect and tail held stiffly at an 2044
angle, he beats his wings so rapidly that to an observer 2101
they are only a blur. The resonant drumming is made 2154
by the stiff wing feathers beating against a pocket of 2209
air between the wings and the body. 2246

The bobwhite also rises with a roar of wings to up- 2296
set the hunter's nerves. The birds spend the night in 2351
a compact council ring, tails at the center and heads 2405
out, resting close together. When alarmed, they take 2459
flight in all directions in a roar of wings, without 2512
danger of colliding with one another. 2551

Like his cousin, the ruffed grouse, the spruce grouse 2605
also resorts to wing drumming. However, he has a 2655
curious habit of drumming a brief, rattling tattoo while 2712
in flight from one perch to another. At times, when 2765
resting upon the ground, he jumps into the air to beat 2820
his tom-tom. Slanting trunks in the forest are often 2874
used as drumming trees; the bark becomes worn from 2925
countless wing drumming serenades. 2961

When the tiny hummingbird is hit by love darts, 3009
he flies back and forth in a fixed arc before his lady, 3065
as if he were the pendulum of the clock. He accom- 3115
panies this act with wing music, like that of a bow 3167
drawn across the cello strings.—"*Youth Today.*" 3198

[*Repeat from the beginning until end of the ten-minute test period.*]

Typist Practical Speed Test

How fast are you on that "tab" key? We completed this test in three and a half minutes (first writing) with 7 errors. How does your best speed compare with ours and with your own record on this month's C.T. Test (page 468)?

BORROWING FOR THE FUTURE

	Strokes
Bill owns a 267-acre farm. The soil is good silt loam. The topog-	66
raphy is rolling, with some long slopes that erode badly, and already are	140
gullied. He has 167 acres in crops, 65 acres in pasture, the remainder in	215
roads, farmstead, and timber or brush. Right now about half of his top	287
soil is gone. The present appraised normal value of the farm is $22,695.	362
The bankers figure that Bill is justified in spending $8,877 in permanent	436
soil conservation work—that's the amount they believe could come back	507
readily out of increased earnings on this particular place. They are will-	581
ing to add every dollar of that to the appraised value of the farm.	650
What makes the bankers so sure of it? They've seen it done enough	717
times, now, on farms like Bill's. And they estimate that with its pro-	787
duction jacked up, and its soil tacked down, Bill's farm will have an	857
appraised value of $31,572 when he's through.	904
Here's how Bill is going to spend that $8,877:	952
1. 1 1/3 miles of waterways, $832.	989
2. 56,100 feet of terraces, $2,296.	1027
3. Ponds and pipe, $450.	1054
4. 1,017 rods of fences, $1,525.50.	1092
5. Seven outlet structures, diversion ditch, settling basin, $1,159.	1163
6. Lime, $1,083.	1182
7. Plant foods, $1,531.50.	1209

Junior O. A. T. Test

INSTRUCTIONS: **Type heading, introductory paragraph, and this interesting letter that the president of McCormick and Company, Inc., wrote some time ago.**

TO A SON ENTERING BUSINESS—This spring many sons will enter business. They are starting out on their careers. Some years ago Charles P. McCormick, president of McCormick and Company, Inc., Baltimore, Maryland, wrote some splendid suggestions for such boys.

Here they are, in part:

"My Son—

"Happiness, I believe, is contentment of mind and soul as a result of an earnest, honest endeavor to be helpful as you go down the short line of life. Serving makes fools out of some and wise men out of others; but, remember, the wisest and the foolish are not so far apart, after all, for both have sense — only one has lost his sense of direction and is drifting backward.

"Cultivate the habit of learning something daily and accept criticism with an open, appreciative mind. Express yourself if it will help conversation, but abstain if it will detract. Be independent in thought, yet ambitious, but always be tolerant. Be truthful ever, and for goodness' sake encourage 'humor,' for it will help you over the rough spots until you attain — what I know you will attain finally — 'Satisfaction of Living.'

"Create a spirit of service, enthusiasm, and willingness, and you will find young as well as older men will wish you well and help you to climb the heights of success! Remember those that helped you, and, finally, be unchanged in success and help others always in their climb by sympathy of understanding and encouragement, for you'll need others just as much to maintain your success. To know yourself is to insure these things that are good for you!"

Certificates Awarded to Teachers in the Annual O. G. A. Contest—1946

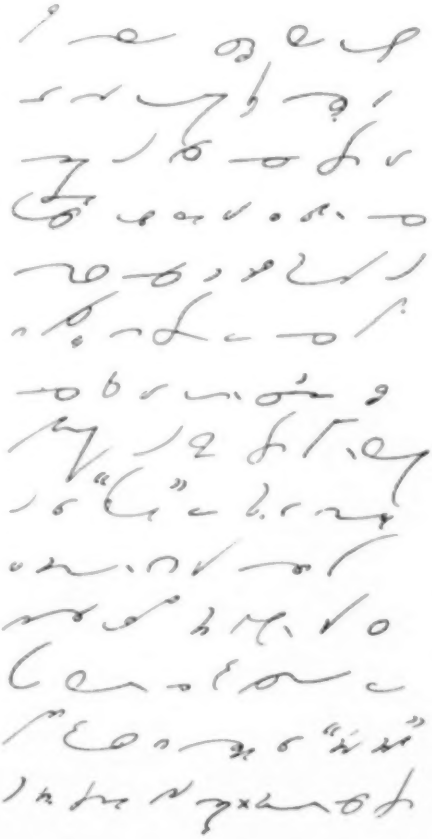
Proficiency Certificates

Gold Seal

Eunice L. Aebischer, Township High School, Lovington, Illinois
Ruby A. Agnew, Union High School, Milton Junction, Wisconsin
V. Ray Bishop, Dunsmore Business College, Staunton, Virginia
Florence L. Bradney, 1716 Evans, Cheyenne, Wyo.
Severna Brown, North Central Bible Institute & Theological Seminary, Minneapolis, Minnesota
Mrs. Daisy E. Conquest, Hilo Commercial School, Hilo, Hawaii
Nila R. Cookingham, Roosevelt School, Keego Harbor, Michigan
Irene Creager, High School, Marysville, Kansas
Sister M. Daniel, Sts. Cyril & Methodius Commercial High School, Bridgeport, Connecticut
Sadie Elizabeth Davis, Williams High School, Stockbridge, Massachusetts
George Franceskides, American Academy, Larnaca, Cyprus
Martha Frazier, Senior High School, Charleston, West Virginia
Mrs. Dorothy Friesen, Lebanon, Kansas
Clarence Greenhough, Negus-Premier College, Bradford, Yorkshire, England
Ruby M. Holder, "Marycot" Plaisance, Demerara, British Guiana
Sister M. Julia, St. John High School, St. Louis, Missouri
Mrs. Gladys M. Larkham, c/o Vias y Obras, Ferro Carril B.A.P., Florida 785, Buenos Aires, Argentina, South America
Vera Laverty, Senior High School, Cheyenne, Wyo.
Sister M. Lucretia, Sts. Cyril & Methodius Commercial High School, Bridgeport, Connecticut
Florence Ludwick, Baylees College, Dubuque, Iowa
Myrtle E. Mabry, Community High School, Pekin, Illinois
Violet McAfee, Balfour Technical School, Regina, Sask., Canada
Mildred E. Nelson, 329 Nantasket Avenue, Nantasket Beach, Massachusetts
Dewey Parthun, Township High School & Junior College, Joliet, Illinois
Alice M. Peterson, Plainfield, Illinois
Sister M. Petronilla, Rural High School, Victoria, Kansas
Mrs. John S. Reed, 401 Ewing Street, Frankfort, Kentucky
Ellen C. Rhinard, High School, Lewisburg, Pennsylvania
Edna F. Sanford, Ladywood, Birmingham, England
Mrs. Lloyd White, High School, Scottsbluff, Nebr.
Marjorie Williams, High School, Brocton, Illinois
Irene A. Wimmer, High School, Rosemount, Minnesota
Sister Mary Cunigundis, St. Mary Commercial High School, Detroit, Mich.
Clara Hollman, High School, Beloit, Kansas

Junior O. G. A. Test

Anticipating Departure



Red Seal

Loyce Adams, Sam Houston State Teachers College, Huntsville, Texas
Brother Edgar Lefrancois, St. Joseph High School, Berthierville, Quebec, Canada
Angela Flore, High School, Stamford, Connecticut
Dorothy Grau, High School, Greentown, Indiana
Vivian Hertzke, High School, Pierce, Colorado
Lawrence Imboden, High School, Schuylkill Haven, Pennsylvania
Evelyn W. Jackson, High School, Chino, California
Mr. H. Jarvis, A. 71 Du Cane Court, London S.W. 17, England
John L. DeVillier Jones, 126 Carmichael Street, Georgetown, British Guiana, South America
Mrs. Lucille K. Koerner, Washington High School, Two Rivers, Wis.
Clare M. Louis, Township High School, Streator, Illinois
Sister Mary Luella, Lourdes High School, Chicago, Illinois
Sarah McCully, High School, Louisville, Miss.
Lottie M. Mills, Lockyear's Business College, Evansville, Indiana
Sister M. Muriel, St. Anthony School, Chicago
Violet N. Neale, 158 Ennismore Gardens, Hampton Court Way, East Molesey, Surrey, England
Herbert H. Negus, Prin., Negus-Premier College, Byron Street, Bradford, Yorkshire, England
M. Kathryn Newman, High School, Easton, Pa.
Anna L. Sullivan, Durfee High School, Fall River, Massachusetts
Elizabeth Jane Sullivan, Branch Township High School, Llewellyn, Pa.
Dorothy B. Taylor, 314 Gerald Avenue, Missoula, Montana
Sister Marie Therese, St. Catharine Junior College, St. Catharine, Kentucky
Grace Van Arnam, Washington High School, Brainerd, Minnesota
Sister Mary Veronita, St. Mary's High School, Menasha, Wisconsin
Harriet Waltz, High School, Union City, Indiana
Annetta Wheeler, High School, Paoli, Indiana
Doris Wick, High School, Ouray, Colorado

Blue Seal

Catherine R. Carmody, Remsen, New York
Mary J. Di Pietro, High School, Holliston, Massachusetts
Virginia Estes, Community High School, Morrisonville, Illinois
Helen E. Farrell, High School, Jordan, Minnesota
Sister Jane, St. Vincent de Paul School, Mt. Vernon, Ohio
Sister Mary of St. Andrea, Convent of the Good Sheperd, Memphis, Tennessee
Phelma N. Moore, High School, Edinburg, Texas
Pearl Swanson, High School, Stambaugh, Michigan

O. G. A. Membership Certificate Winners

(Continuing report from page 471)

Sister M. Alban, St. Augustine School, Laredo, Texas
Mary A. Almeter, Technical High School, St. Cloud, Minnesota
Mother M. Angela Schwerer, Ursuline Convent, Galveston, Texas
Sister Catharine Anita, Our Lady Queen of Peace High School, North Arlington, New Jersey
Sister M. Aurelia, Colegio de N. S. de los Angeles, David-Chiriqui, Rep. de Panama
Mrs. Ione Boardson, High School, Warren, Minn.
Mary Frances Boyd, Central High School, Murfreesboro, Tennessee
Elsie Borck, High School, Hiawatha, Kansas
Sister Albert Celine, Saint Anne Academy, Swanton, Vermont
Sister Mary Charles, Holy Rosary Commercial School, St. Stephen, New Brunswick, Canada
Josephine M. Cieri, High School, Olean, New York
Sister M. Theresa Clare, Holy Trinity High School, Roxbury, Massachusetts
Mary D. Clark, High School, Catonsville, Maryland
T. E. Conroy, High School, Barton, Maryland
Ruby I. Coombs, High School, South Boston, Massachusetts
Nealta E. Davis, National School of Business, Rapid City, South Dakota
Orpha M. Dean, Technical-Vocational High School, Hammond, Indiana
Wilma Lee Deen, High School, Albuquerque, New Mexico
Jeanette Derickson, Oakdale, Nebraska
Julia Dome, Washington-Clay High School, South Bend, Indiana
Sister Mary Dominica, Sacred Heart Academy, Jackman Station, Maine
Sister M. Dorothy, Holy Angels Academy, Jonesboro, Arkansas
Louise Douglass, High School, Lake Worth, Florida
Dorothy D. Drennan, Township High School, Taylorville, Illinois
John W. Eaton, Township High School, Oakland, Illinois
Gladyce Elison, Senior High School, Vancouver, Washington
Mrs. Jimmy Emanuelson, High School, Red Rock, Oklahoma
Sister M. Eugenie, St. Elizabeth School, Harper, Iowa
Sister M. Evmard, Sacred Heart High School, Muenster, Texas
Sister Mary Florentia, Capitol Catholic High School, Topeka, Kansas
Jessie A. Forsyth, Camrose College, Camrose, Alberta, Canada
Ann B. Forys, High School, Dracut, Massachusetts
Sister M. Francis de Laval, Presentation of Mary Academy, Hudson, New Hampshire
Sister Rose Francis, 7119 Hamilton Avenue, Pittsburgh, Pennsylvania
Mrs. Louis Gaucher, Gaucher Commercial College, Asbestos, Quebec
Bessie Glover, Negus-Premier College, Bradford, Yorkshire, England
Margaret H. Gregory, Buckhannon-Upshur High School, Buckhannon, West Virginia
Charline Hawkinsen, High School, Littleton, N.H.
Eva Heckman, High School, New Brighton, Pennsylvania
Sister Mary Helen, St. Anthony High School, Detroit, Michigan
Sister M. Helena, Holy Rosary Commercial School, St. Stephen, New Brunswick, Canada
Sister M. Hilda, St. Scholastica Academy, Canon City, Colorado
Katherine L. Hogan, Durfee High School, Fall River, Massachusetts
Ellen F. Houston, High School, Hillsboro, New Hampshire
Doris Howell, Township High School, Rochelle, Illinois
Mrs. Edith H. Huggard, DePauw University, Greencastle, Indiana
Sister Mary Irene, St. Xavier Academy, Ottawa, Illinois
Sister Irma Matthew, Our Lady Queen of Peace High School, North Arlington, New Jersey
Mother Joseph Mary, The Convent High School, St. Kitts, British West Indies
Sister Marie Judith, St. Edward's School, Elgin, Illinois
Mrs. Alice Kariker, High School, Albany, Missouri
Mrs. Mae Kirk, Township High School, Arcola, Illinois
Lydia E. Koch, Community High School, Tremont, Illinois
Mildred Kohl, High School, Adrian, Minnesota
Florence Konstenius, Eben High School, Chatham, Michigan
Mrs. Mildred C. Laster, A. & I State College, Nashville, Tennessee
Helen Lohmiller, High School, Hebron, Nebraska
Edrii Lott, High School, Biloxi, Mississippi
Sister M. de Lourdes, Cathedral High School, Burlington, Vermont
Sister Lucy, Josephinum High School, Chicago, Illinois
Miriam Mahl, High School, Weirton, West Virginia
Sister Margaret Marie, St. Patrick's Business College, Digby, Nova Scotia, Canada
Sister Marie Saint Mildred, Notre Dame High School, Berlin, New Hampshire
Mrs. G. V. Martin, High School, Gentry, Arkansas
Vesta Martin, High School, Charles City, Iowa
Mary Massey, High School, Herculaneum, Missouri
Madge P. McCor, Holston High School, Blountville, Tennessee
Clarabelle McDermand, State College, Hays, Kansas
Rose E. McHale, Durfee High School, Fall River, Massachusetts
Ila McQueen, Stonewall Jackson High School, Charleston, West Virginia
Mildred Melus, Marin Junior College, Kentfield, California

(To be continued)

O. G. A. Membership Test

First Principle of Success

SIR THOMAS LIPTON

The GREGG WRITER ROLL of HONORABLE MENTION WINNERS

In addition to receiving the award, Honorable Mention is given in these columns to the students submitting the five best tests in each group during the previous month. This is a noteworthy honor for which every student should strive.

TYPEWRITING

O.A.T. Tests

JUNIOR O.A.T. TEST

Mary Ann Karpinski, St. Francis High School, Little Falls, Minnesota
Betty Rengel, St. Teresa Academy, East St. Louis, Illinois
Doris Ward, Roosevelt High School, Dayton, Ohio
Jean Glen, High School, Stamford, Connecticut
Barbara Willette, High School, Madison, Maine

SENIOR O.A.T. TEST

Eunice McGrady, Academy of the Assumption, Cambridge, Massachusetts
Vera Graham, High School, Girard, Kansas
Mildred Grandich, St. Alphonsus Commercial High School, New York, New York
Margot Dybus, High School, Appleton, Wisconsin
Charlotte Smith, Technical School, Fresno, California

C. T. Progress Tests

30-WORD SPEED

Johnie Mae Murray, Norfolk Div. of Virginia State College, Norfolk, Virginia (38 words, 0 errors)
Joan Larsen, High School, Wahoo, Nebraska (34 words, 1 error)
Virginia Mathis, High School, Hood River, Oregon (32 words, 0 errors)
Thelma Waibel, High School, Shelbyville, Missouri (32 words, 1 error)

40-WORD SPEED

Mary O'Donnell, St. Mary's High School, Chicago, Illinois (46 words, 0 errors)
Yvonne Hunter, St. Catherine Academy, Belize, British Honduras, Central America (46 words, 1 error)
Mary Appley, Laurelwood Academy, Gaston, Oregon (44 words, 1 error)
Christine Reilly, Victory Business School, Mt. Vernon, New York (43 words, 0 errors)
Lorraine Shotwell, High School, Oceanside, New York (43 words, 1 error)

Competent Typist Tests

70-WORD SPEED

Akiko Awaya, Heald's College, San Francisco, California (78 words, 1 errors)
Dorothy Markle, High School, Honesdale, Pennsylvania (76 words, 2 errors)
Gloria Portofee, Eastern High School, Washington, D. C. (76 words, 1 errors)
Maria Antonia Suarez, St. Frances Academy, Baltimore, Maryland (75 words, 2 errors)
Phillis Seidlinger, High School, Mandan, North Dakota (74 words, 5 errors)

80-WORD SPEED

Katherine C. Wagner, Keating Secretarial College, Spokane, Washington (89 words, 1 error)
Coral A. Marquand, Barnes School of Commerce, Denver, Colorado (87 words, 3 errors)
Robert Viets, High School, Girard, Kansas (86 words, 5 errors)
Pauline LeBlanc, Presentation of Mary Academy, Hudson, New Hampshire (85 words, 3 errors)
Marion T. Kornfeind, St. Philomena Commercial High School, Chicago, Illinois (82 words, 3 errors)

90-WORD SPEED

Angiolina Margo, Our Lady of Lake College, San Antonio, Texas (95 words, 5 errors)
Audrey Gifford, High School, Tony, Wis. (91 words, 5 errors)

SHORTHAND

O.G.A. Tests

JUNIOR O.G.A. TEST

Mary MarDitosian, High School, Wayne, Michigan
Phillis Layne, E. C. Glass High School, Lynchburg, Virginia
Betty Jean Eaton, Maycliff High School, Spokane, Washington
Jean Frank, Warren Harding High School, Bridgeport, Connecticut
Virginia M. Bowman, Wilson High School, West Lawn, Pennsylvania

O.G.A. MEMBERSHIP TEST

Mary Virginia Shea, St. Joseph High School for Girls, Manchester, New Hampshire
Lillian Reinhardt, Riverside High School, Buffalo, New York
Joan E. Rowles, High School, Perry, Iowa
Helen Podulka, High School, Flushing, Michigan
Anna Johnson, High School, Gloucester, Massachusetts

Junior Shorthand Speed Tests

60-WORD SPEED

Margaret Vaughan, High School, Midland, Texas
Ann Gooden, High School, Hagerstown, Maryland
Pearl Broecker, Chisago Lake High School, Lindstrom-Center City, Minnesota
Rachel Duarte, High School, San Jose, California

80-WORD SPEED

Gloria Quinones, Roosevelt High School, Los Angeles, California
Mary Barbara Selman, Loretto Abbey, Armour Heights, Toronto, Ontario, Canada

Complete Theory

Maxine Hudelson, High School, Hannibal, Missouri
Marguerite McConnell, Central Business College, Kansas City, Missouri
Shirley Rosenberg, High School, St. Ansgar, Iowa
Margaret Pender, St. Patrick High School, Roxbury, Massachusetts
Mary Maple, High School, Gentry, Arkansas

Senior Shorthand Speed Tests

100-WORD SPEED

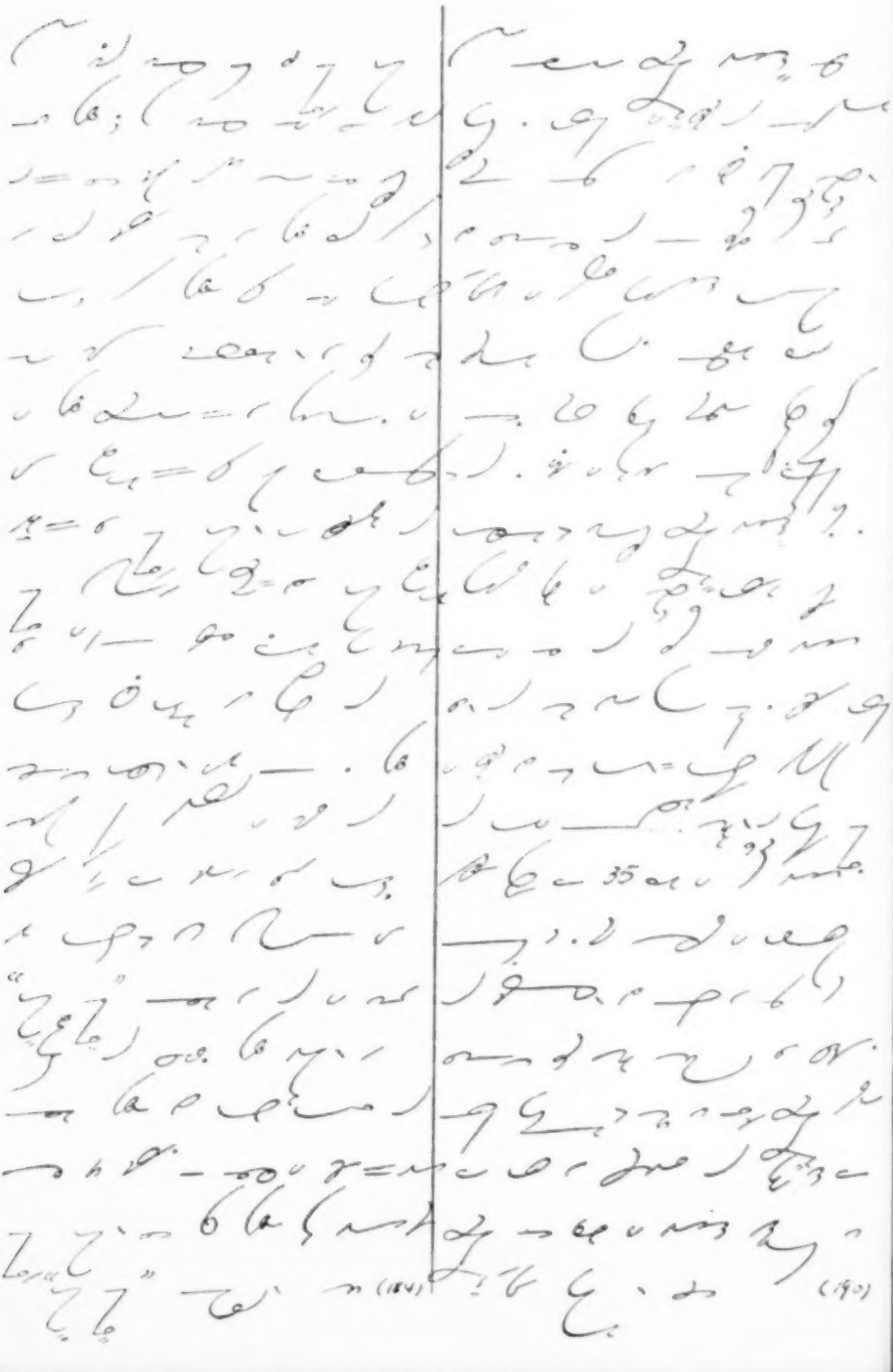
Rosemarie Sullivan, St. Teresa Academy, East St. Louis, Illinois
Myrtle Peters, High School, Havre, Montana
Marjorie Freson, High School, Huntingburg, Indiana
Rita R. Phillips, High School, Canby, Minnesota
Muriel Bradley, High School, East Boston, Massachusetts

120-WORD SPEED

Vada Maas, Community High School, Oregon, Illinois
Lee Ann Billinger, Girls' Catholic High School, Hays, Kansas
Lorraine Miller, Heffley & Browne Secretarial School, Brooklyn, New York
Wanda Vinyard, Senior High School, Alton, Illinois
Dorothy Noble, Lincoln High School, Tacoma, Washington

Transcription Speed Practice

(374 Standard Words)



G. I. JOE AND REPORTING

A word of advice to the veteran desiring to follow through the reporting experience that he acquired in the Service

CHARLES LEE SWEM
Official Shorthand Reporter, New York Supreme Court

WORLD WAR II, by reason of its unusual reporting requirements, will probably prove to be one of the greatest stimuli that the reporting profession has ever known. Almost every young shorthand writer, with or without actual reporting experience but who possessed more than the normal stenographic speed, found himself very shortly after induction into the Army assigned to that particular division of his unit wherein courts-martial were held and reporting was a military necessity. Many a writer with only a modicum of reporting potentiality—who had never dreamed of using his shorthand for that purpose—was called to the reporting table at a court-martial and informed that he was the official reporter thereof.

FOR the most part these boys managed well enough, acquiring an opportunity and a practical experience and education that they could never have gotten in civilian life. Furthermore, to judge by the many letters that this Department has received from such writers, they liked it and determined there and then that once the war was over reporting would be their first choice of a profession.

Today many hundreds of these writers, with a taste of reporting experience and also a real substantial foundation upon which to build a reporting career, are coming out of the Armed Services. Under the Veterans' Bill of Rights, they are entitled to the privilege of attending for an extended period any school or college they select for the pursuit of the education or the profession of their choice. Some are simply going back to the school or the class that they were attending when their education was interrupted. Others, who never actually attended any reporting class or school, are making assiduous inquiry in order to seek out the best possible source of instruction, so as to take full advantage of the unusual opportunity that the Government now provides for first-class instruction. And they are not finding it easy to locate such a source of instruction; nor, I venture to say, will they find it easy or simple, especially if they expect to find such a school within the prescribed limits of their respective communities.

THEIR quest for reporting instruction is not the simple one of, say, the veteran who desires to train to become a lawyer, an electrician, or an automotive mechanic, or any of the numerically larger trades and professions. Schools for instruction in these crafts and professions abound in almost every section of the country. But not so in respect of shorthand reporting.

Shorthand reporting is, in numbers, a small profession, and therein, to a large extent, lies much of its financial and other attractions. Of the many thousands of students who study shorthand every year, comparatively few are capable of becoming competent reporters; others who are capable, either because they are unaware of or see little to interest them in the advantages of reporting, do not follow the subject through to become reporters. Therefore, because of this lack of continuous supply of material and because of the high specialization attendant upon speed training, schools for the most part have found little incentive to install reporting departments.

THERE are very, very few schools in the country teaching speed or reporting work in the day classes. Most sources of reporting instruction—and there are not many of these, either—are to be found in night classes, and these are widely separated throughout the country. Some of these night classes are very satisfactory and ample for the training of any serious-minded, alert student who already possesses the elementary foundation of shorthand skill and is honestly intent upon becoming a reporter. Others, in accord with the general nature of things, are something less than satisfactory. There are still others

that are satisfactory enough in the teaching of the particular system or method of shorthand in which they specialize (and usually a school or a class confines itself to one method or system), but that are wholly inadequate to train advanced students in any other system or method.

THE shorthand reporter to whom this is addressed is strictly the G. I. who has come out of the Service with basic shorthand training and some experience acquired in the reporting of courts-martial. He is the writer of some particular system or method of reporting. He is anywhere from 21 to 30 years of age (in some cases older). He can write his particular system of shorthand from 125 to 175 words a minute; probably he can do—taking him and his kind on an average—150 words a minute or slightly better.

Such a writer has not only some very valuable experience that he could not have gained in any other manner, but he has at the same time his basic fundamentals—acquired at a time when his coördinating skill was in a more plastic and responsive state than it will ever again be in his lifetime. The very fact that he has served more or less satisfactorily as a reporter in the Service is an indication, though not conclusive proof, that he possesses the makings of a competent reporter; all that is necessary now is intelligent training and industry on his part.

THE best in any line is still the best, and that includes the selection of a school or a class for training reporters, but perhaps too much importance should not be placed upon the type of instruction given. The training of a fast shorthand writer is more a personal effort than perhaps is training in any other craft or profession. Shorthand speed—the major element in the ability of a reporter—is acquired by personal practice and not by blackboard instruction.

In the absence of a specialized, all-round curriculum in reporting, a shorthand speed class conscientiously conducted by a competent reporter or a teacher who is thoroughly familiar with the reporting principles of the system that he or she professes to teach, can be eminently adequate. It not only *can* be adequate, but it may be said that it *has been* adequate in the past in the training of a majority of the most famous reporters in the profession today.

THE veteran's first concern in seeking a school or class in which to continue his training is to select a school that specializes in the teaching of the same system or method of shorthand that he has already learned and of which he is now sufficient master to be able to write from 125 to 150 words a minute, or better. There are, regrettably, still schools that will attempt to "sell" the veteran the idea that *their* particular brand of system or method (when different from that which the veteran already writes) is so much superior that he had best forget what he has already learned and start anew, from the elementary principles, the particular brand that they teach. This argument is a fallacy and a business cheat that used to be more prevalent in the older days, when system controversy was more rampant than it is today; but it has to some extent been resurrected in the suddenly increased competition in shorthand reporting training provided at Government expense.

I DO not care what system or what method of shorthand a G. I. writes, but when he comes out of the Service at 21 years of age or older, with enough speed to do a satisfactory job in reporting courts-martial, he has acquired more skill in that particular system which he now writes than he can possibly acquire, starting at "scratch" and at his age, with any other method or system in the world. He is past his plastic age, when new things and new methods come easily and become the ingrained, subconscious habit that they must be in order to write shorthand fast enough to become a really competent reporter.

No competent reporter that I know of began the elementary study of shorthand beyond the age of 21; most of them began the study at 16, 17, and rarely beyond 18. In the light of a long and analytical experience in this subject, I feel that any instructor or any school that advises a war veteran of 21 years of age who has acquired a speed of 125 words a minute, to discard the skill he already has in one system and to commence a new method—should be regarded with suspicion as attempting to "sell" a course in shorthand rather than an education in reporting.

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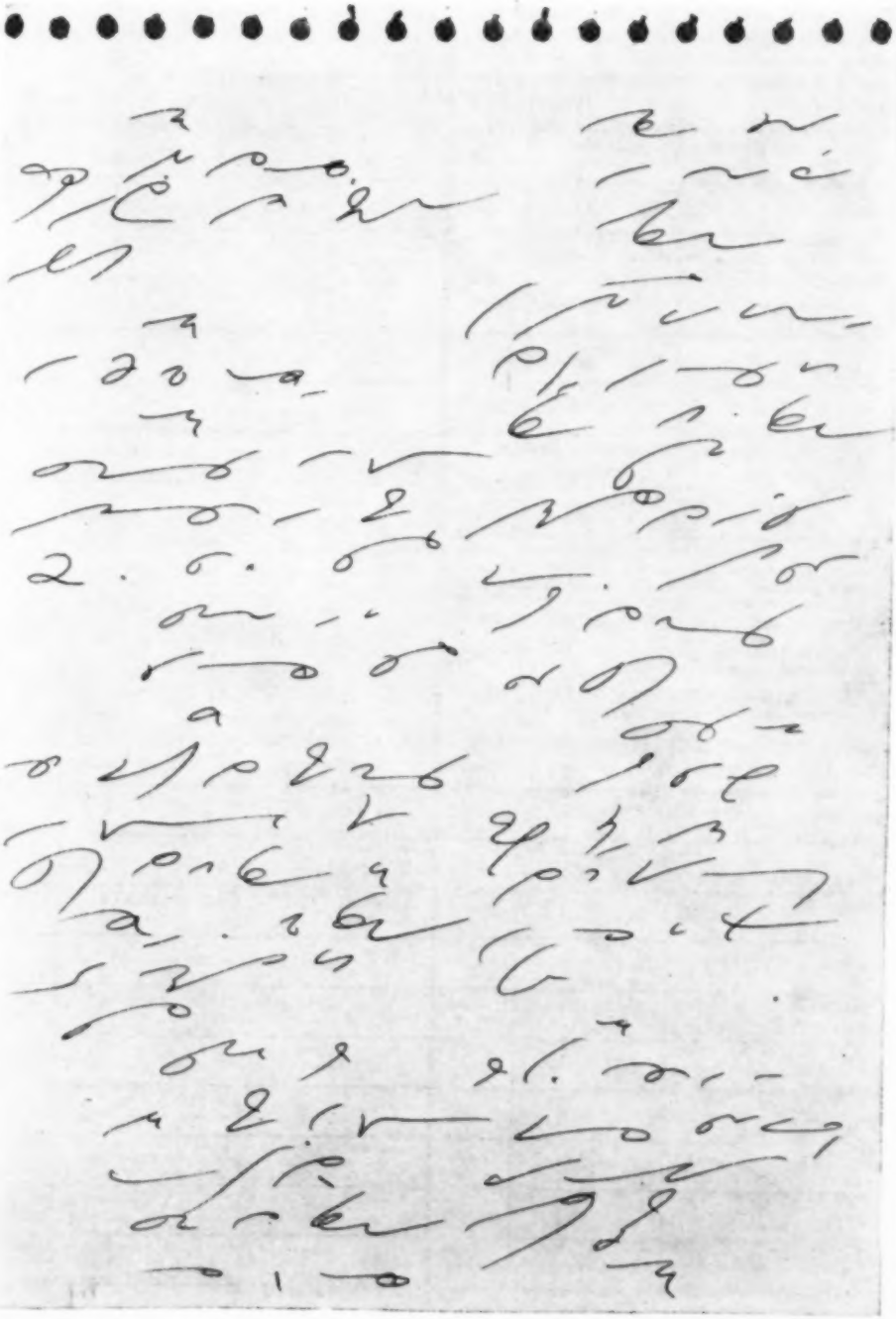
▶ LOST TIME is never found again.—*Benjamin Franklin.*

From a Reporter's Notebook

Michael J. Mickell, Court of Special Sessions of the City of New York

(Transcript on page 478)



Information Desk

Don't you often have questions to ask about the work of secretaries, stenographers, typists, or shorthand reporters? Why not send them to Information Desk, The Gregg Writer, 270 Madison Avenue, New York 16, N. Y. A letter is not necessary, a postal card will do.

1. Please tell me the principal parts of the verb "light." When should we use "lit"? When should we use "lighted"?—*C. H.*

The principal parts of the verb *light* are:

Light, lighted* or *lit, lighting

In other words, *lighted* or *lit* are equally correct as the past tense and past participle. You may say, "He lighted the fire" or "He lit the fire."

As an adjective, however, *lighted* is commonly used, as "a lighted cigar."

2. (1) Is it proper to write a letter in the first person plural, and then in the closing paragraph, where the person addressed is personally known to the writer, to revert to first person singular, and use this closing paragraph: "Again assuring you of our appreciation of your confidence, and with kindest personal regards, I am"?

Isn't it better to say "with the writer's kindest personal regards, we are,"?

(2) Also, please explain the difference between a stenographer and a secretary.—*M. L. G.*

(1) Although it is a rule in letter writing that the letter be kept in the same person throughout, there seems to be no objection to the closing paragraph that you quote. It surely is more natural and less awkward than saying "writer." Naturalness is an important characteristic in letters.

(2) The distinction usually made between a secretary and a stenographer pertains to duties. A secretary has many duties in addition to taking dictation and transcribing, whereas a stenographer's chief duties are these. But the distinction is not sharply defined, and in some offices a stenographer may have more executive duties than a secretary in another office.

3. Which is correct, We are now getting a report on the John Doe Mfg. Co. *which is* interested in purchasing, etc., or *who is*?—*H. L.*

The choice of *who* or *which* when referring to a firm depends on the thought.

If the firm is thought of as a collection of persons, *who* should be used. In such constructions, the firm is usually referred to as *they* and the personal pronoun *their* used. For example, We are now getting a report from John Doe Mfg. Co., *who* have given us *their* business for years.

If the firm is thought of as a single thing, *which* and *it* or *its* should be used. For example, John Doe Mfg. Co., *which* is the recognized leader in *its* field, requests, etc.

4. (1) In a letter, where do you put the word "Air Mail" if a letter is sent air mail? At the beginning or end of the letter?

(2) Which way is correct:

Brown, Inc.
Farmingdale, Long Island
New York

or

Brown, Inc.
Farmingdale
Long Island, New York?

—*A.M.S.*

(1) The notation "Air Mail" should be placed at the end of a letter below any enclosure notations.

(2) As postal clerks read envelope addresses from the bottom up when sorting mail, "Long Island" should be placed so that it will be seen next after "New York." This would make the preferred position on a line by itself next to the end of the address or on the same line with "New York."

5. When a letter is directed to a state department, to the attention of an individual, which type of salutation is correct or preferred?—*A. H. W.*

The correct salutation for correspondence addressed to a company, to the attention of a particular person, is "Gentlemen."

The address and the salutation must agree. If you wish to use a name in the salutation, the letter itself must be written to the *individual*, at the company address.

Transcript of Mr. Mickell's Notes On Page 477

(Taken from an actual court case)

A No, sir.

Q Were you ever told that anything would happen to you if you wouldn't testify— A No, sir.

Q —the way you were requested? A No, sir.

Q When you made the statement, did you make it after conferring with your attorney? A I talked it over with my attorney; yes, sir.

Q Now, isn't it a fact that after you made the statements for the Attorney General that your bail was canceled and you were paroled in the custody of your attorney? A I don't know if it was after the statement or before that. I know they paroled me. My counsel asked the Court here to parole me.

Q But do you know what occurred that changed the matter of your bail to a parole? A I do not know.

Q Do you deny that it had something to do with the deal that you made with the Attorney General? A I made no deal with anybody.

Q Has anybody suggested to you that you should mention the name of P. L. Brown— A No, sir.

Q —as being connected in some way with the ownership of the Modern Detective Agency? A No, sir.

Who's Who in Shorthand Speed

From Wisconsin, via Shorthand, to West Virginia

EXAMINER A. A. BOWLE

Clarice Gregorich

A TRIP from the Badger State to the Mountain State, via the shorthand route, has just been completed by a recent winner of the Diamond Medal, Miss Clarice Gregorich. When Miss Gregorich was studying in the Central High School at Sheboygan, Wisconsin, taking shorthand in her stride with the other high school subjects that came her way, she and her instructor, Miss Gertrude Cummings, little realized that she was destined to become a Diamond Medal winner—one of our experts who have taken the Medal Test at 200 words a minute for five minutes and transcribed it with a high degree of accuracy. But that is what Miss Gregorich did recently, while in attendance at Gregg College, Chicago.

AFTER high school days, Miss Gregorich went down to Chicago with several things in mind; one, to see what could be done toward perfecting her secretarial training so that she could accept a "better-than-average" position. She had no thought at that time of reaching the degree of perfection necessary to enter court reporting ranks. However, after going through the mill at the Tower Building she found herself all set with a "flying pen," ready to take down verbatim whatever witnesses, lawyers, or judges said in open court and to transcribe it faultlessly when called upon to do so.

Along the way she has had varied experience. One assignment that lasted only six weeks made quite a seasoned traveler of her, though each ride was but a short one, within the confines of Illinois.

ON another occasion, she was sent to a little town in Western Illinois to report a case. It concerned drainage and, as you will readily understand, it was of a technical nature. "There were plenty of engineers," she writes, "testifying on subjects about which engineers know so much—and I knew so little!" But she evidently managed all right.

While on this job she wrote home to her mother, "I am now in jail!" Oh, no; she was not sent there for breaking the law. She had been housed in the county jail with the sheriff's family for the duration of the trial—no other available accommodations in town.

Another job, one she filled while a student at the College, was part-time stenographer for the American Red Cross. That proved vitally interesting, for the greater part of the work consisted of psychiatric case histories.

But it has not been all work and no play for this speedy shorthand miss. She finds time to enjoy swimming, tennis, and archery. For her aquatic activities she was awarded the Senior Life Saving Medal.

As hobbies, she reports music, designing, and dancing.

RIGHT now Miss Gregorich is engaged in free-lance reporting in Charleston, West Virginia, where she tells us she is finding the work so interesting that "I hope my stay here will be for a long time." Then she goes on to say, "I am very fond of my work and feel more and more that the step I took walking through the door of opportunity at 6 North Michigan Avenue was a step in the right direction."

Good luck to you, Miss Gregorich!

That Scrubbed Look

EYE shadow, earrings, spike heels, dazzling jewelry are as out of place in an office as a lace flounce on a coal scuttle. Dirty fingernails, "peeking petticoats," crooked stockings, straggly hairdos are no longer seen even on scrubwomen, except in the movies.

The business girl of today goes in for that *chic* which accompanies perfect neatness, and before she leaves home she checks these points in that full-length mirror of hers:

Suit or dress brushed; no lint or hairs?
Collar and cuffs spotless and fresh looking?
Make-up discreetly becoming?
Accessories matched in color and style?
Stockings straight, not bagging?
Slips, shoulder straps, garter-bumps all hidden?
Shoes shined; not run-over?
Posture straight, eyes smiling?

—*Sarah Allen*

Answers to Match 'Em Up Quiz on Page 462

3-34 EVENTIDE	18-10 LOOPHOLE
4-29 FIRESIDE	21-20 LOVELORN
5-33 FOOTSTEP	22-26 MACERATE
7-12 GIRLHOOD	23-27 NAMESAKE
8-2 HANDCUFF	24-35 OVERTURN
9-6 HEADGEAR	25-14 PLANKING
11-32 HOMESPUN	30-31 SINGSONG
13-1 IRONCLAD	36-39 VINEYARD
15-28 LADYSHIP	38-37 WORMWOOD
16-19 LANDLORD	40-17 YEARLING

"Sanitary Desks"

UNTIL about half a century ago most office desks were legless. The drawers began several inches from the floor, and the space underneath was boarded up on all sides with panels.

After a desk remained in position for some time, a goodly layer of dust collected underneath the drawers. The arrangement also annoyed cleaning women because their mops and waxers marred the finish on the panels. To overcome these conditions, the desks were given legs and, in this form, have long been known as "sanitary desks."

Now the desks are going to lose their legs again because the legs interfere with the foot movement of office workers. The desks aren't going to revert to the old type, but will have a single runner several inches high, on either side. This will let the cleaning women do their work, with ample space for brooms and mops, and at the same time permit the office worker to move from side to side without bumping his corns on the desk's legs. Substitution of runners for legs, desk manufacturers believe, will also improve the appearance of desks.—*Wood Office Furniture Institute.*

This Summer—Profit or Loss?

(Concluded from page 463)

that have to push your pen where you want it to go. Then finish off with a page from Speed Studies or Speed Building.

DID you never really make up for that time you were absent from class, and so are slowed up when it comes to distinguishing "ology" from "ography"? Well, here's a whole summer to fill in the gaps. If you find yourself hesitating over an outline, look up the rule concerned and then concentrate, *concentrate*, until you have it down pat forever after.

Maybe your vocabulary isn't very extensive. You may know the difference between a *goon* and a *solid sender*, but that won't be nearly so useful in business as understanding words like "amortize" and "chronologically." Why not plan to learn two or three new words every day? And while you're at it, acquire the shorthand outlines, too. The Dictionary and Phrase Book are good for vocabulary practice as well as for reference.

HOW about this summer as a time to plan your business career? Many young people go through school or business college with no more definite aim than to qualify for whatever job may turn up when they graduate. There is no real reason why you should spend your life in a pickle factory if you would much rather work in a radio station, nor why you should devote your days to typing leases and wills in a lawyer's office if you would rather work for a doctor or an engineer or a minister. This summer may be your opportunity to investigate working conditions in various fields and to chart your course. Just deciding where you are going may be the biggest step in your career.

Don't let this summer be a total loss—*make it show a profit!*

The Business Faith Built

SIGMUND SAMETH

As condensed from the Toronto "Magazine Digest" in the "Advertiser's Digest"

(521)

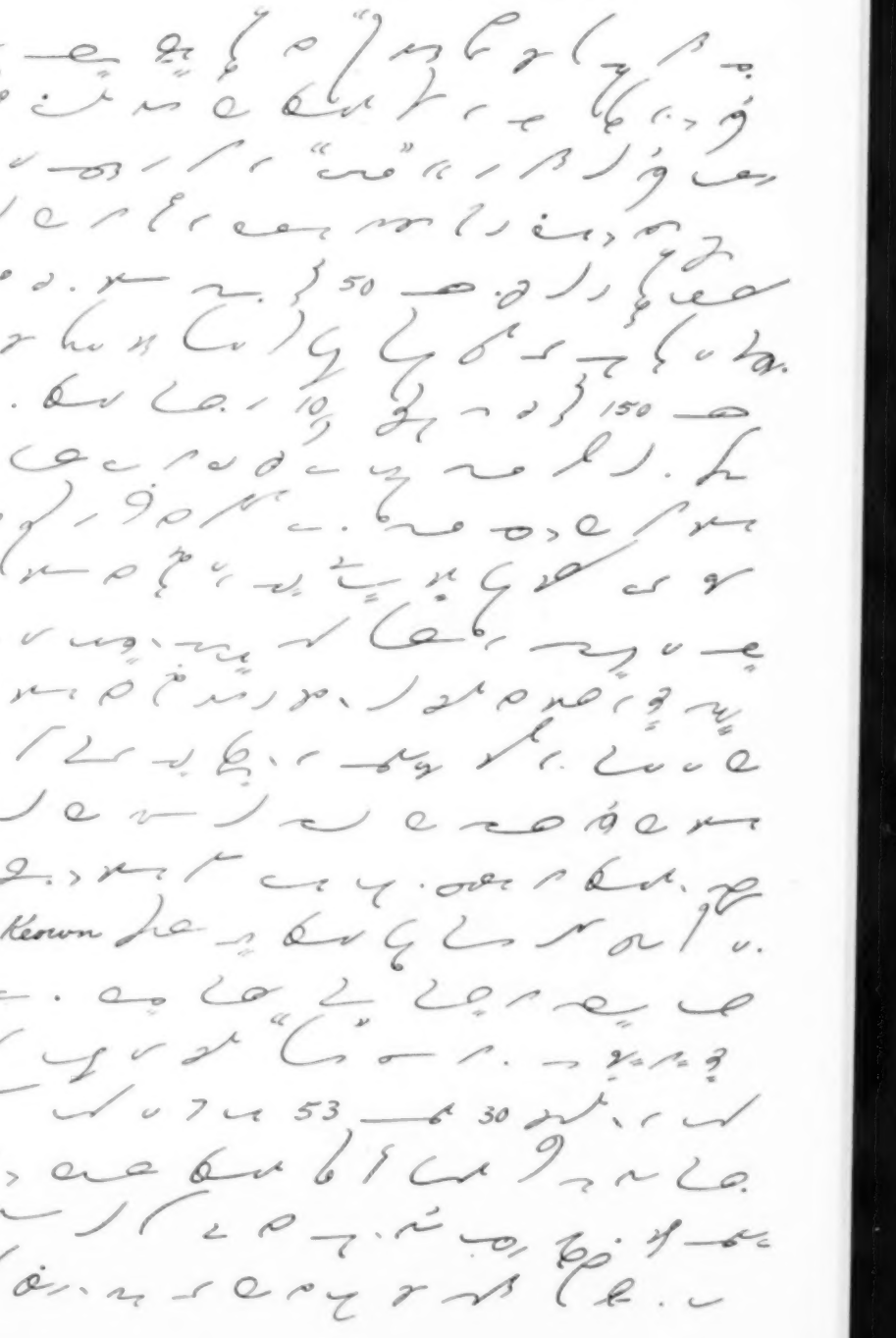
How Far Does a Farmer Walk?

33 or 170 Miles?

(104)

Airlines Outsmart the Weather!

From the "News Letter"
Published by Northwest Airlines Publicity Department



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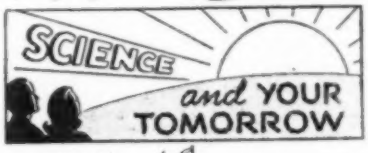
When Corregidor Fell

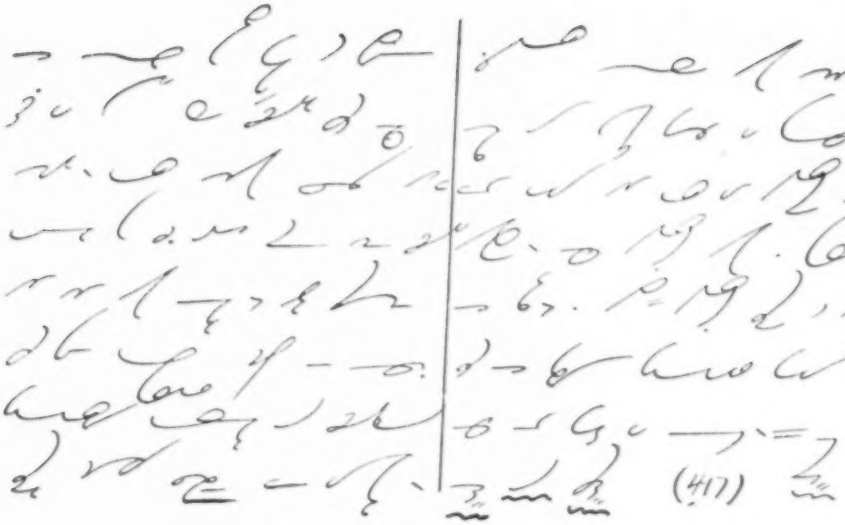
From "about The First"

(161)

Goldfish and Glass

National Patent Council





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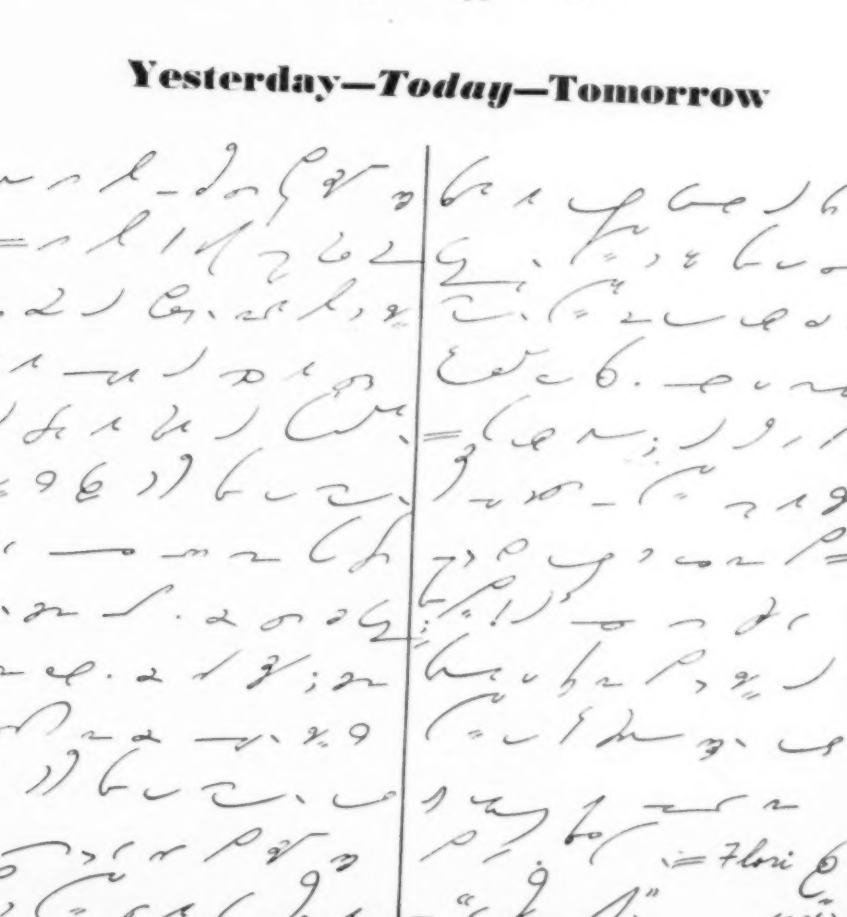
Yesterday—*Today*—Tomorrow



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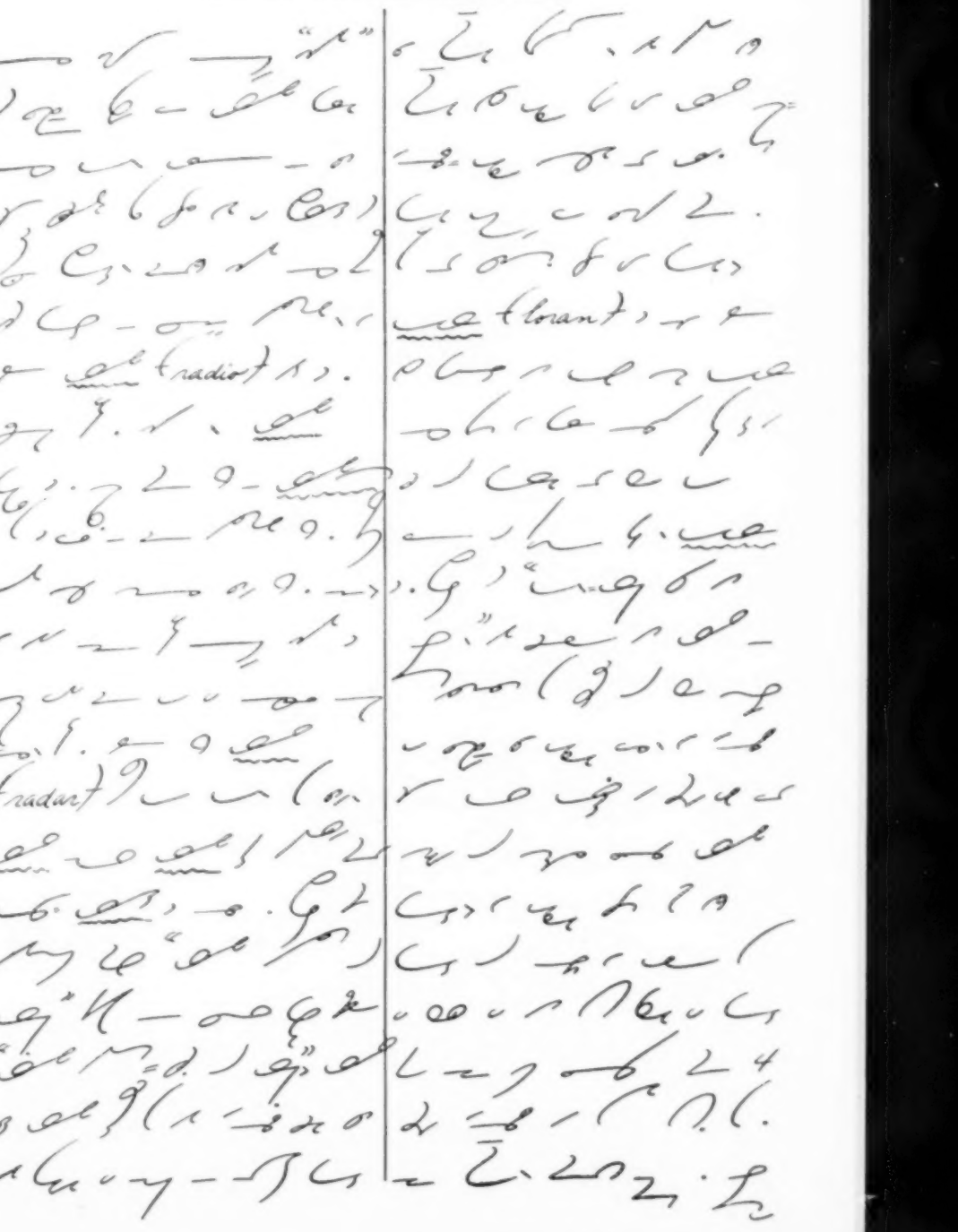
New Wartime Words Expected to Remain

From the "New York World Telegram"



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Wake Up and Hear the Music

(67)

Golf Pro

Why Dave Liked His Job

From the "KVP Philosopher"

(344)

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It's the Little Things that Count

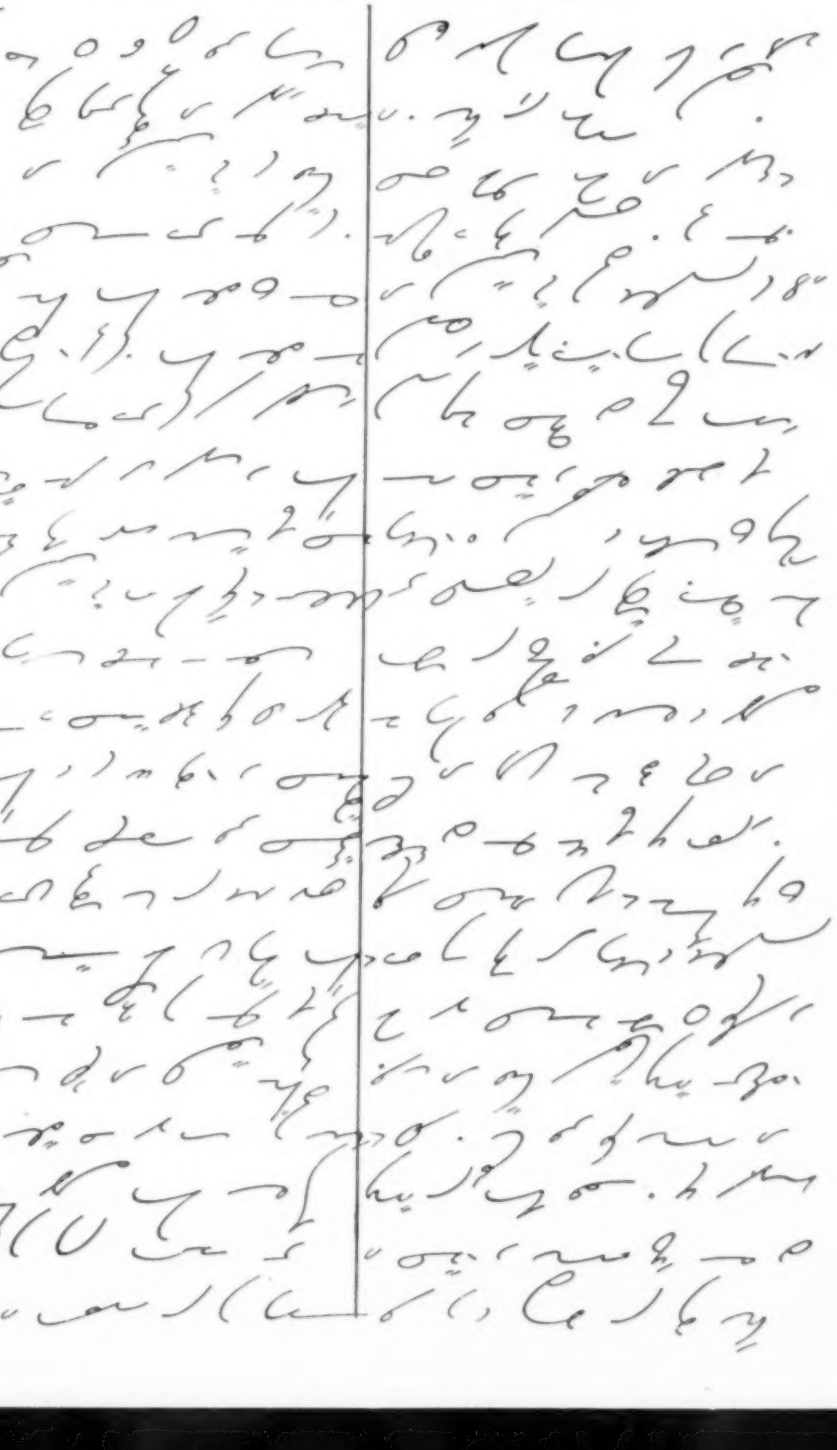
Knute Rockne

Gregor Newe (224)

"Short Vocabulary" Letters

A. E. KLEIN

For Use with Chapter Twelve of the Manual



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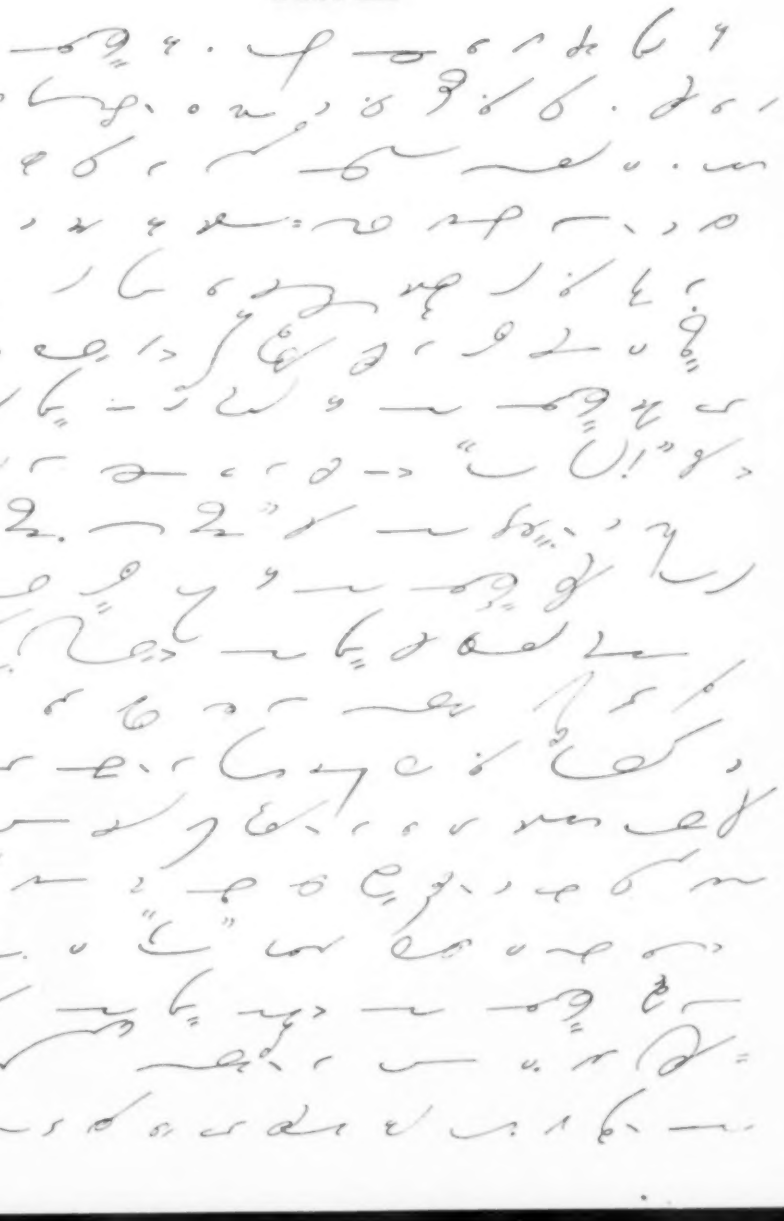
Q for Quitclaim

By B. J. CHUTE

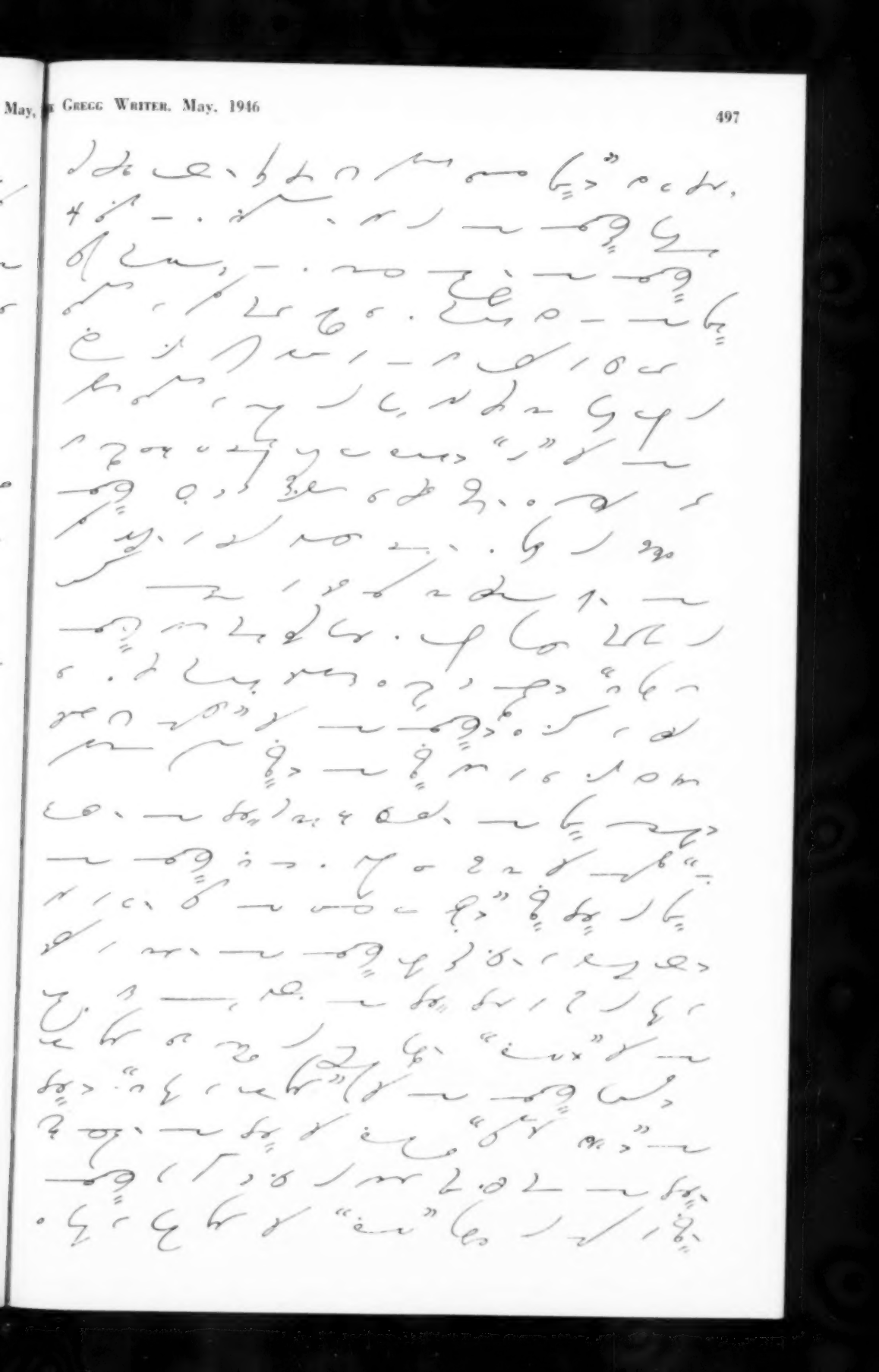
(Reprinted by permission from the Saturday Evening Post)

Part III



"5th" "June" "45"

at apount 9n the qest line".



(The end) (5912)

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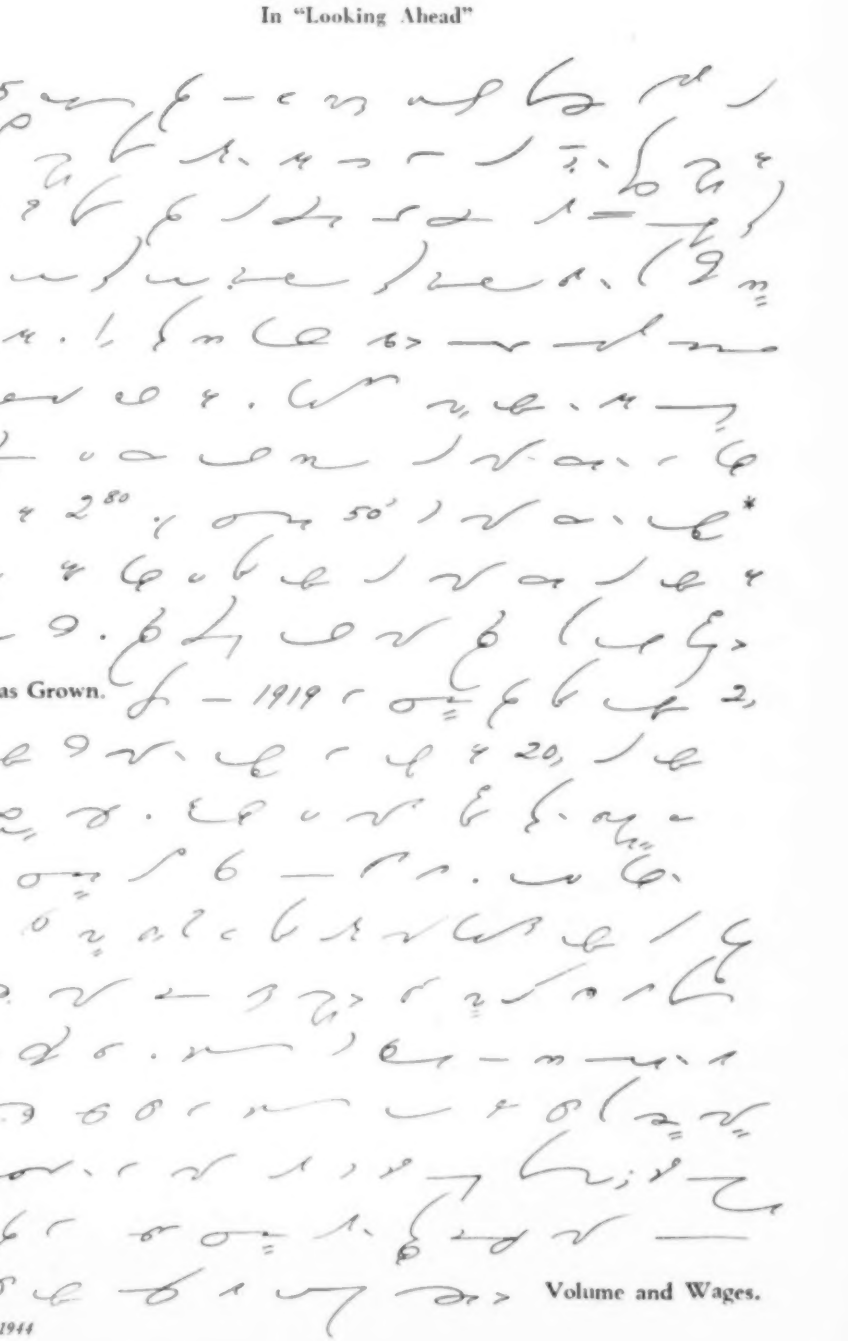
Railroad Facts

Pay the Men

GEORGE BENSON

In "Looking Ahead"



Rayon Has Grown.

Volume and Wages.

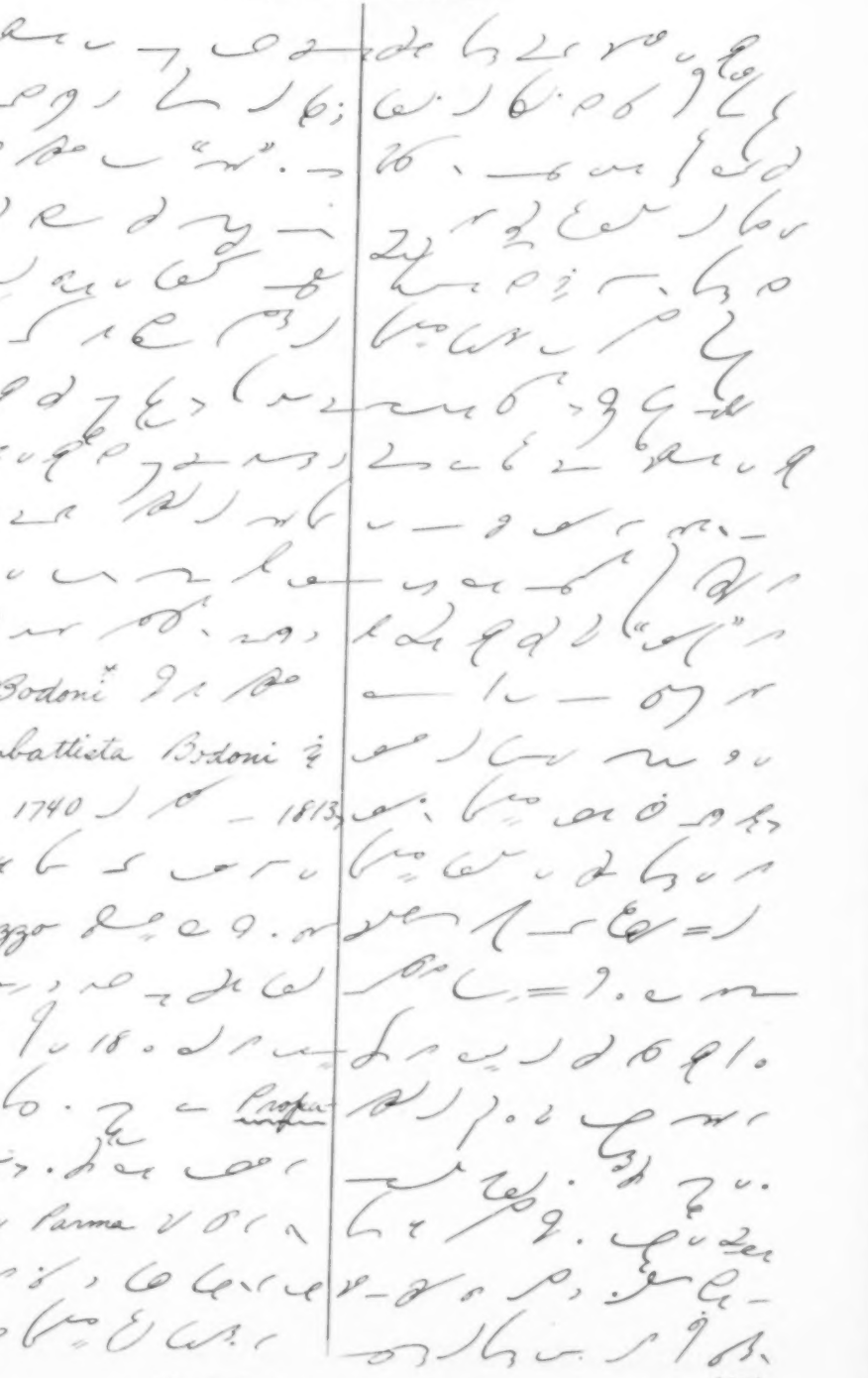
*1944

It Costs Something.

(579)

Styles in Type

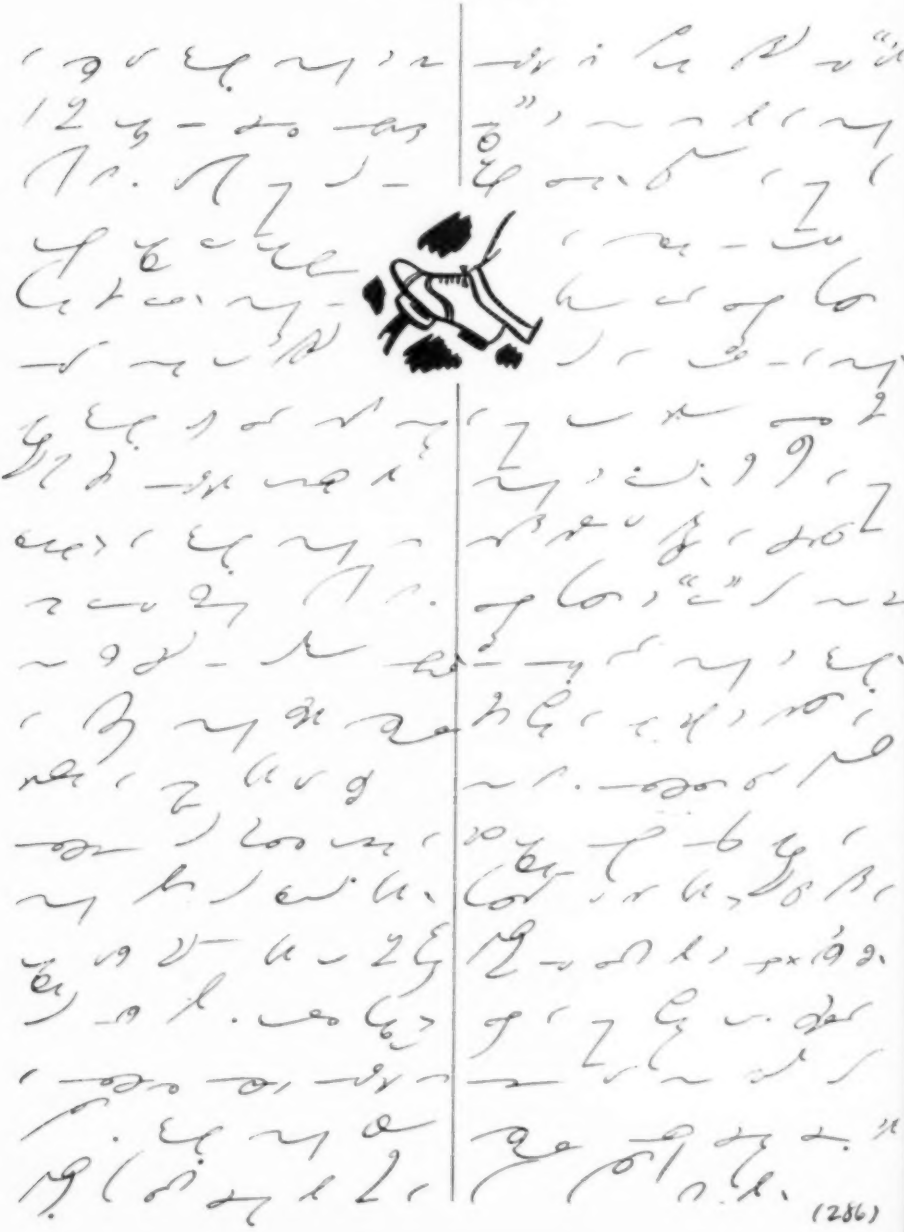
From "The Pathfinder"



*Our headings are set in this style type.

Mileage Hints

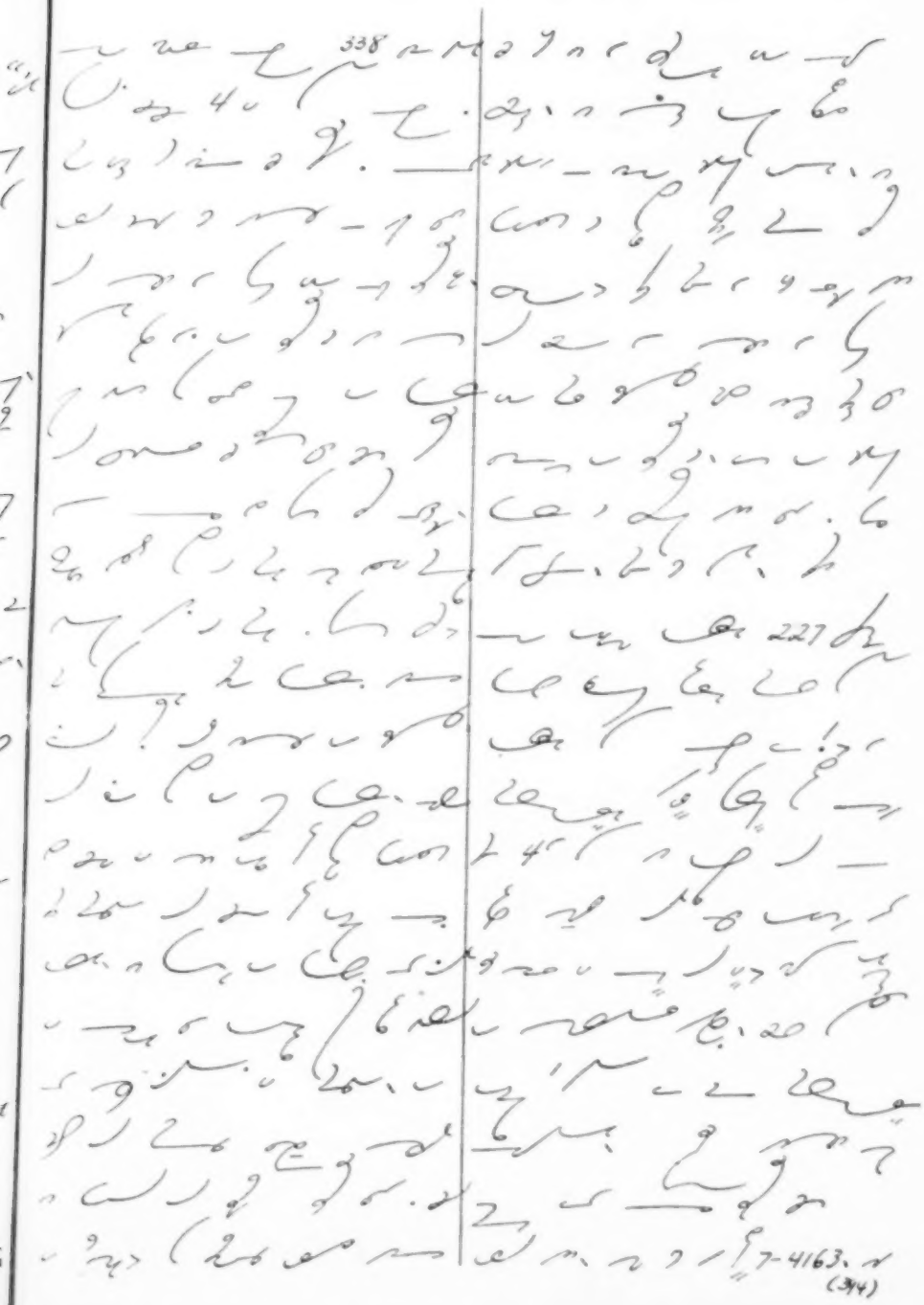
J. F. WINCHESTER
From "Esso Marketers"



(286)

Actual Business Letters

Moving Season



(394)

By Wits and Wags

Come and See!

She Should Invest

One Solution

Home Sweet Home

Willing Hands

Cause and Effect

Ma